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ABSTRACT

This curriculum for developmentally disabled adolescents and adults contains assessment conditions and performance criteria for evaluating client acquisition of a total of 646 independent living skills in five areas. While the content of the curriculum is in an area known as independent living, it is also prevocational in as much as it covers a broad base of generalized cognitive, psychomotor, and social skills necessary to finding and holding a job. Included among the skill areas addressed in the curriculum are the following: personal management (grooming, travel, health and safety, telephone use, personal identification cards); social development (self-identity, interpersonal relations, conversation, sexual awareness, civic awareness, environmental awareness); household management (home maintenance, household repairs, shopping, meal planning, using appliances, money management, laundry, clothing maintenance); academic skills (practical reading, writing, and math); leisure time activities (TV/radio/stereo, arts and crafts, sewing, exercise, gardening, indoor games, pets), community activities (movies, sports, recreational facilities, motels/hotels, parties); and vocational or job readiness (work habits, counseling). (MN)

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SKILL ACTIVITIES for INDEPENDENT LIVING (SAIL)

A curriculum for developmentally disabled adolescents and adults

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INTRODUCTION

This curriculum was assembled by the Center for Mental Retardation, California State University, Los Angeles, to initiate individual and group activites with developmentally disabled adolescents and adults enrolled in CETA (job training) programs.

Its content is in an area known as "Independent Living," but in a very real sense, is prevocational. By that, we mean before one is able to be successful on the job, a broad base of generalized cognitive, psychomotor and social skills are required.

No claim for originality is made. On the contrary, we have borrowed heavily from the existing literature and operating programs and gratefully acknowledge the contributions of:

Elwyn Institute, Pennsylvania
Sonoma County Program, California
Nisonger Center, The Ohio State University
Santa Cruz Special Education Project, California
Michael and Rosemary Bender, Peter Valletutti,
John F. Kennedy Institute

Special thanks to Sonoma County and Dr. Tony Apolloni which made it unnecessary to "reinvent the wheel," that is, it was possible to use sound research by others, rather than go over the same ground. After carefully examining scores of programs, some new, some old, it was determined that the Sonoma program was a model worth following.

An unusually strong suit of the program is its simplicity. It is a program that can be implemented quickly, easily, and with a minimum of equipment. In light of the Proposition 13 dilemma, these features take on a special attraction. Some programs for the developmentally disabled may be hard pressed to sustain themselves in public facilities -- if need be, this program can be implemented in private quarters, and by nominally trained individuals.

Our special contribution perhaps lies in the searching, comparing, field testing, evaluating, adapting, and balanced distribution of this curriculum. A "how to use this material" section follows.

Our philosophy is "normalization;" that is, we maintain that the developmentally disabled person has the right to work, study, play and reside in (culturally) normal community settings, just as casually as any other citizen.

July, 1978

HOW TO USE THIS MATERIAL

Most people know how valuable a Table of Contents is. This curriculum contains an additional feature -- an expanded Table of Contents -- The "Starter" Core of Basic Skills. It takes a topic, say Telephone Use (1.5.0), and tells you it can be found on p. 26, according to the Table of Contents. But then, by referring to the pages that immediately follow, the Starter Core of Basic Skills (under 1.5.0), one can immediately survey the specific 24 skills that are actually contained in that topic's sequence. This amounts to a preview, survey, and a mini lesson-plan simultaneously.

Left hand columns refer to assessment conditions. One can use this for original teaching, diagnosis, reteaching, testing or follow-up evaluations by professionals, paraprofessionals, even parents and/or surrogate parents. We believe the nominally trained can also render valuable service here.

The right hand column, the performance criteria, tells one how to monitor the performance in terms of generally expected responses or behaviors. Of course, any reasonable response or behavior that the evaluator sees as comparable or appropriate can be accepted.

It has earlier been said that the entire curriculum is, in a sense, "prevocational." One only has to look at the range and sequence of skills contained in 1.5.0 Telephone, or 3.13.0 Money Management or the entire section 4.0.0 Academic, to realize that these form a vocational base for skills, such as Clerical, as reflected by current practice in the business world.

However, we have taken an even broader base for business training and included a section that is general enough to cut through many skills required by Business. This appears as 7.0.0 Job Readiness and reflects attitude training as well as skill acquisition.

Just as it is possible to reach a destination in a variety of ways, there is no absolute necessity to start a program at p. 1 and proceed in the proposed sequence -- use what you need, as you need it.

One final word: your clients cannot succeed unless they believe it is possible for them to succeed. It cannot be stated too strongly that good self concepts are vital -- take the extra moment to bolster an ego or two -- that, too is a valuable thing!

Safe journey.

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THE "STARTER" CORE OF BASIC SKILLS -- DEVELOPMENTAL, ACADEMIC, LEISURE TIME AND COMMUNITY ACTIVITIES

DEVELOPMENTAL

1.0.0 Personal Management

  1.1.0 Grooming
    1.1.1 Demonstrates knowledge of the importance of acceptable hygiene
    1.1.2 Knows how often to perform each grooming task
    1.1.3 Maintains adequate supply of grooming aids
    1.1.4 Identifies ten different grooming aids
    1.1.5 Knows where to purchase grooming aids
    1.1.6 Bathes/showers correctly
    1.1.7 Verbalizes importance of bathing skills
    1.1.8 Is able to identify well-groomed appearance
    1.1.9 Uses handkerchief to clean nose
    1.1.10 Cleans comb/brush
    1.1.11 Brushes teeth
    1.1.12 Flosses teeth
    1.1.13 Verbalizes information about tooth care
    1.1.14 Verbalizes information about skin care
    1.1.15 Washes face correctly
    1.1.16 Washes hands
    1.1.17 Cares for acne
    1.1.18 Combs/brushes hair
    1.1.19 Recognizes need to wash own hair
    1.1.20 Shampoos hair
    1.1.21 Uses creme rinse correctly
    1.1.22 Uses hair rollers correctly
    1.1.23 Uses dryer properly
    1.1.24 Performs all necessary aspects of hair care independently
    1.1.25 Shaves with razor
    1.1.26 Shaves with electric shaver
    1.1.27 Uses proper feminine hygiene during menstrual period
    1.1.28 Applies deodorant
    1.1.29 Identifies and wears weather appropriate clothing
    1.1.30 Wears clean clothes
    1.1.31 Wears proper sized clothing
    1.1.32 Identifies and wearn clothing suited to the occasion
    1.1.33 Puts on/takes off clothing accessories
    1.1.34 Applies facial makeup properly
    1.1.35 Cares properly for nails
    1.1.36 Uses nail polish properly
    1.1.37 Uses perfume or cologne properly and appropriately
    1.1.38 Uses barbershop or beauty parlor when needed
    1.1.39 Maintains well-groomed appearance and proper hygiene
  1.2.0 Travel--walking
    1.2.1 Recognizes crosswalk
    1.2.2 Looks both ways before crossing
    1.2.3 Discriminates correctly between red and green lights
    1.2.4 Crosses streets independently with light
    1.2.5 Crosses street independently without light

  - 1.2.6 Walks on sidewalk
  - 1.2.7 Walks on shoulder of road when necessary
  - 1.2.8 Follows verbal directions to get from room to room in familiar setting
  - 1.2.9 Demonstrates understanding of left and right
  - 1.2.10 Demonstrates understanding of North/East/South/West
  - 1.2.11 Is able to find way home from five blocks away
  - 1.2.12 Follows verbal directions to walk six blocks in the neighborhood
  - 1.2.13 Is able to find way to and back from one place in the neighborhood independently
  - 1.2.14 Is able to find way to and back from at least five different places in the neighborhood
- 1.3.0 Travel--bus
  - 1.3.1 Client leaves home in time to catch bus
  - 1.3.2 Walks safely to bus stop
  - 1.3.3 Identifies bus stop
  - 1.3.4 Picks out correct amount of money to pay for bus
  - 1.3.5 Identifies route sign on bus
  - 1.3.6 Identifies bus discount card
  - 1.3.7 Boards correct bus, exhibiting correct behavior
  - 1.3.8 Deposits fare properly
  - 1.3.9 Shows discount card to driver
  - 1.3.10 Requests transfer if necessary
  - 1.3.11 Demonstrates appropriate behavior on bus
  - 1.3.12 Signals driver to stop at correct destination
  - 1.3.13 Departs bus safely and arrives at destination
  - 1.3.14 Completes transfer from one bus to another
  - 1.3.15 Independently catches and rides bus
- 1.4.0 Health and Safety
  - 1.4.1 Client is knowledgeable of services provided by a variety of medical care facilities
  - 1.4.2 Distinguishes between prescription and nonprescription drugs
  - 1.4.3 Verbalizes correct information about drug labels
  - 1.4.4 Verbalizes information about commonly used drugs
  - 1.4.5 Verbalizes correct information about a common cold
  - 1.4.6 Verbalizes correct information about the flu
  - 1.4.7 Verbalizes information about the need for rest
  - 1.4.8 Verbalizes information about measures to avoid spreading germs
  - 1.4.9 Verbalizes information about need for regular exercise
  - 1.4.10 Takes own temperature
  - 1.4.11 Is able to treat minor cuts and burns
  - 1.4.12 Is able to treat twisted ankle correctly
  - 1.4.13 Is able to care for person with seizures
  - 1.4.14 Verbalizes danger of certain appliances and machines in the household
  - 1.4.15 Demonstrates safe use of appliances
  - 1.4.16 Verbalizes danger of certain household substances
  - 1.4.17 Uses matches safely
  - 1.4.18 Demonstrates skill in using a fire extinguisher
  - 1.4.19 Keeps list of emergency phone numbers by phone
  - 1.4.20 Verbalizes when to call emergency numbers
  - 1.4.21 Is able to make emergency phone calls

- 1.5.0 Telephone
  - 1.5.1 Reads written telephone number
  - 1.5.2 Associates written phone numbers with appropriate numbers on the telephone dial
  - 1.5.3 Manipulates receiver correctly
  - 1.5.4 Manipulates telephone dial correctly
  - 1.5.5 Answers telephone correctly
  - 1.5.6 Terminates conversation correctly
  - 1.5.7 Uses several types of telephones correctly
  - 1.5.8 Recites own telephone number from memory
  - 1.5.9 Carries home phone number and Center phone number in wallet
  - 1.5.10 Telephones home or Center for assistance when necessary
  - 1.5.11 Recognizes busy signal
  - 1.5.12 Makes local calls
  - 1.5.13 Uses appropriate telephone language
  - 1.5.14 Dials operator for assistance when necessary
  - 1.5.15 Dials information operator (directory assistance) when necessary
  - 1.5.16 Recognizes various special dialing numbers
  - 1.5.17 Takes and relays telephone numbers
  - 1.5.18 Demonstrates proper use of pay phone
  - 1.5.19 Uses telephone for social calls
  - 1.5.20 Uses telephone for business calls
  - 1.5.21 Defines "Long Distance Calls"
  - 1.5.22 Makes long distance calls
  - 1.5.23 Verbalizes knowledge of calling "collect"
  - 1.5.24 Acquires a telephone
- 1.6.0 Personal Identification Cards
  - 1.6.1 Identifies ID card
  - 1.6.2 Demonstrates use of ID card
  - 1.6.3 Identifies bus discount card
  - 1.6.4 Demonstrates use of bus discount card
  - 1.6.5 Identifies social security card
  - 1.6.6 Demonstrates use of social security card
  - 1.6.7 Identifies Medi-Cal card
  - 1.6.8 Demonstrates use of Medi-Cal card
  - 1.6.9 Carries ID card

2.0.0 Social Development

- 2.1.0 Self Identity and Personal Adjustment
  - 2.1.1 Demonstrates recognition of personal information
  - 2.1.2 Provides personal information verbally upon request
  - 2.1.3 Writes personal information upon request
  - 2.1.4 Verbalizes personal strengths upon request
  - 2.1.5 Verbalizes differences between self and others upon request
  - 2.1.6 Verbalizes wishes and desires
  - 2.1.7 Develops realistic goals
  - 2.1.8 Makes plans to achieve goals
  - 2.1.9 Follows plans to achieve goal
  - 2.1.10 Verbalizes success/failure of outcomes of plans
  - 2.1.11 Revises plan to achieve goals if necessary
  - 2.1.12 Performs new activities cooperatively
  - 2.1.13 Performs familiar task in new setting

- 2.1.14 Demonstrates competitiveness in appropriate situations
- 2.1.15 Controls temper
- 2.1.16 Changes routine when given explanation
- 2.1.17 Gives constructive criticism
- 2.1.18 Plans for future events

2.2.0 Interpersonal Relations
  - 2.2.1 Makes eye contact and smiles at others
  - 2.2.2 Shares property with others
  - 2.2.3 Demonstrates positive physical contact toward others
  - 2.2.4 Demonstrates verbal compliments
  - 2.2.5 Respects others' property
  - 2.2.6 Respects others' privacy
  - 2.2.7 Participates cooperatively in group activities
  - 2.2.8 Invites others to participate in activities
  - 2.2.9 Ignores offensive verbal behavior by others
  - 2.2.10 Assists others in need of help
  - 2.2.11 Accepts help from others
  - 2.2.12 Participation in organized group activity
  - 2.2.13 Suggests alternative to resolve conflicts

2.3.0 Conversational Skills
  - 2.3.1 Identifies familiar people by name
  - 2.3.2 Makes and responds to verbal and gestural greetings
  - 2.3.3 Makes and responds to verbal and gestural farewells
  - 2.3.4 Uses appropriate gestures to communicate meaning
  - 2.3.5 Listens during conversation without interrupting
  - 2.3.6 Uses appropriate facial expressions to communicate meaning
  - 2.3.7 Makes and maintains eye contact during conversation
  - 2.3.8 Speaks at appropriate distance
  - 2.3.9 Speaks at appropriate speed
  - 2.3.10 Speaks at appropriate volume
  - 2.3.11 Speaks clearly
  - 2.3.12 Initiates conversation
  - 2.3.13 Communicates using sentences
  - 2.3.14 Relates experience in factual manner
  - 2.3.15 Describes past events in logical order
  - 2.3.16 Asks meaningful questions to obtain information
  - 2.3.17 Carries on a conversation for 10 minutes
  - 2.3.18 Responds appropriately to humor
  - 2.3.19 Uses appropriate language
  - 2.3.20 Engages in conversation relevant to situation
  - 2.3.21 Tells jokes/story
  - 2.3.22 Participates in group discussions
  - 2.3.23 Introduces self
  - 2.3.24 Introduces others

2.4.0 Sexual Awareness
  - 2.4.1 Identifies own sex
  - 2.4.2 Identifies three people who are male
  - 2.4.3 Identifies three people who are female
  - 2.4.4 Identifies various terms for male and female
  - 2.4.5 Uses correct restroom
  - 2.4.6 Uses gender pronouns correctly
  - 2.4.7 Verbalizes correct information about male anatomy
  - 2.4.8 Verbalizes correct information about female anatomy

2.4.9 Verbalizes three slang terms for male sexual organs
2.4.10 Verbalizes three slang words for female sexual organs
2.4.11 Verbalizes correct information about female puberty
2.4.12 Verbalizes correct information about male puberty
2.4.13 Verbalizes correct knowledge about sexual intercourse
2.4.14 Verbalizes that sexual intercourse can lead to pregnancy
2.4.15 Verbalizes various slang words for sexual intercourse
2.4.16 Verbalizes correct information about masturbation
2.4.17 Verbalizes correct information about birth control
2.4.18 Verbalizes correct information about veneral disease
2.4.19 Verbalizes correct information about homosexuality
2.4.20 Verbalizes acceptance of homosexuals
2.4.21 Verbalizes two kinds of love
2.4.22 Verbalizes two qualities of love
2.4.23 Verbalizes correct information about dating
2.4.24 Verbalizes correct information about marriage
2.4.25 Verbalizes responsibilities of married couples
2.4.26 Verbalizes information about laws relating to sex
2.4.27 Maintains a responsible attitude concerning sexual activity

2.5.0 Civic Awareness and Responsibility
2.5.1 Verbalizes information about current events
2.5.2 Verbalizes correct information about the United States government
2.5.3 Verbalizes correct information about local government
2.5.4 Verbalizes correct information about laws
2.5.5 Verbalizes correct information about voting
2.5.6 Registers to vote
2.5.7 Verbalizes specific information about issues in upcoming election
2.5.8 Votes in elections

2.6.0 Environmental Awareness
2.6.1 Verbalizes information about different types of weather conditions
2.6.2 Identifies present weather conditions
2.6.3 Verbalizes weather report information
2.6.4 Reads thermometer
2.6.5 Verbalizes information about seasonal weather
2.6.6 Identifies natural resources
2.6.7 Verbalizes need for conservation
2.6.8 Differentiates between biodegradable and non-biodegradable products
2.6.9 Practices conservation by buying biodegradable products
2.6.10 Practices conservation by recycling paper, cans, and glass
2.6.11 Practices conservation associated with power use
2.6.12 Practices conservation by maintaining compost pile
2.6.13 Identifies familiar types of plants
2.6.14 Identifies specific names of plants on walks
2.6.15 Identifies familiar animals
2.6.16 Identifies wild animals
2.6.17 Identifies geographical feature in environment
2.6.18 Identifies natural sources of food

- 2.7.0 Dining Habits
    - 2.7.1 Demonstrates correct table posture
    - 2.7.2 Demonstrates proper use of utensils
    - 2.7.3 Demonstrates proper use of cup or glass
    - 2.7.4 Uses napkin correctly
    - 2.7.5 Requests politely that others pass food
    - 2.7.6 Passes food to others properly
    - 2.7.7 Takes proper sized portions of food
    - 2.7.8 Takes proper sized bites
    - 2.7.9 Chews food thoroughly with mouth closed
    - 2.7.10 Engages in appropriate conversation during meal
    - 2.7.11 Uses spices and condiments properly
    - 2.7.12 Finishes meal before leaving table
    - 2.7.13 Eats meal in appropriate amount of time
    - 2.7.14 Takes balanced and complete meal when variety is offered
    - 2.7.15 Orders and eats food from takeout restaurant
    - 2.7.16 Orders and eats meals in public restaurant

3.0.0 Household Management

- 3.1.0 Kitchen Maintenance
    - 3.1.1 Empties garbage
    - 3.1.2 Sweeps floor
    - 3.1.3 Mops floor
    - 3.1.4 Waxes floor
    - 3.1.5 Washes and rinses dishes
    - 3.1.6 Dries dishes
    - 3.1.7 Operates dishwasher correctly
    - 3.1.8 Sorts and puts away utensils
    - 3.1.9 Puts away dishes
    - 3.1.10 Cleans sinks
    - 3.1.11 Clears and wipes counter
    - 3.1.12 Wipes appliance surfaces
    - 3.1.13 Cleans stove/oven
    - 3.1.14 Cleans refrigerator
    - 3.1.15 Operates garbage disposal
    - 3.1.16 Maintains clean kitchen
- 3.2.0 Bedroom Maintenance
    - 3.2.1 Identifies articles needed to make bed
    - 3.2.2 Selects correct linen for size of bed
    - 3.2.3 Makes bed correctly
    - 3.2.4 Identifies need for linen change
    - 3.2.5 Empties wastebasket
    - 3.2.6 Hangs up appropriate clothing
    - 3.2.7 Places appropriate clothing neatly in drawers
    - 3.2.8 Maintains clean/neat bedroom
- 3.3.0 Living room Maintenance
    - 3.3.1 Vacuums rug
    - 3.3.2 Dusts furniture
    - 3.3.3 Polishes furniture
    - 3.3.4 Empties ashtrays
    - 3.3.5 Clears couch, chairs, tables of trash and magazines
    - 3.3.6 Cleans windows and mirrors
    - 3.3.7 Maintains clean/neat living room

3.4.0 Bathroom Maintenance
    3.4.1 Cleans bathtub/shower
    3.4.2 Cleans toilet
    3.4.3 Hangs clean towels and washcloths neatly
    3.4.4 Replaces bathroom supplies when needed
    3.4.5 Maintains clean, neat bathroom
3.5.0 Outdoor Maintenance
    3.5.1 Identifies common gardening tools
    3.5.2 Waters lawn/plants with hand held hose
    3.5.3 Waters lawn/plants with sprinkler
    3.5.4 Cuts lawn with hand mower
    3.5.5 Cuts lawn with power mower
    3.5.6 Rakes lawn
    3.5.7 Trims hedges/shrubs
    3.5.8 Puts trash container out for garbage collection
    3.5.9 Hoses down/sweeps porch, driveway, sidewalk
3.6.0 Simple Household Repairs
    3.6.1 Demonstrates proper use of common household tools
    3.6.2 Hangs picture
    3.6.3 Replaces light bulbs
    3.6.4 Unclogs sink/toilet with plunger
    3.6.5 Unclogs sink with Drano or lye
    3.6.6 Paints indoor walls and molding
    3.6.7 Paints furniture
    3.6.8 Replaces fuse
    3.6.9 Corrects circuit breaker overload
3.7.0 General Shopping
    3.7.1 Expresses need for new items
    3.7.2 Buys simple items (under $1)
    3.7.3 Buys more expensive items (over $5)
    3.7.4 Shops with supervision for simple items
    3.7.5 Shops independently for simple items
    3.7.6 Requests assistance from salesperson when needed
    3.7.7 Demonstrates knowledge of own clothing sizes
    3.7.8 Buys own clothes
    3.7.9 Shops for bargains
    3.7.10 Verbalizes correct information about types of stores
    3.7.11 Makes minor purchases in specialized store
    3.7.12 Shops at three different kinds of local stores
    3.7.13 Exchange items
    3.7.14 Exhibits appropriate behavior in stores
    3.7.15 Locates products in different areas of store
    3.7.16 Purchases items appropriate to need
    3.7.17 Stays within limits of budget
3.8.0 Grocery Shopping
    3.8.1 Indicates need for specific items
    3.8.2 Makes shopping list
    3.8.3 Uses shopping cart properly
    3.8.4 Selects items on shopping list
    3.8.5 Buys fresh and seasonal foods
    3.8.6 Buys healthful food
    3.8.7 Buys varied foods
    3.8.8 Shops for food for several days
    3.8.9 Buys appropriate quantity of perishable food for need

  - 3.8.10 Verbalizes correct knowledge of places to buy food other than grocery store
- 3.9.0 Meal Planning
  - 3.9.1 Verbalizes correct information about need for proper nutrition
  - 3.9.2 Verbalizes correct information about proper weight control
  - 3.9.3 Identifies the four food groups by name
  - 3.9.4 Verbalizes correct information about the meat/poultry/fish food group
  - 3.9.5 Verbalizes correct information about the fruits and vegetable food group
  - 3.9.6 Verbalizes correct information about dairy product food group
  - 3.9.7 Vergalizes correct information about the grains and cereals food group
  - 3.9.8 Plans two meals using the four food groups correctly
  - 3.9.9 Names types of foods eaten at each meal
  - 3.9.10 Verbalizes correct information about cost of food
  - 3.9.11 Utilizes "available" foods in planning meal
  - 3.9.12 Verbalizes correct information about planning meals according to amount of time available for preparation
  - 3.9.13 Plans a beginning level breakfast
  - 3.9.14 Plans a beginning level lunch
  - 3.9.15 Plans a beginning level dinner
  - 3.9.16 Plans an intermediate level breakfast
  - 3.9.17 Plans an intermediate level lunch
  - 3.9.18 Plans an intermediate level dinner
  - 3.9.19 Plans an advanced level breakfast
  - 3.9.20 Plans an advanced level lunch
  - 3.9.21 Plans an advanced level dinner
  - 3.9.22 Plans an appropriate amount of food for number of people eating
  - 3.9.23 Plans entire week's menu
- 3.10.0 Use of Appliances/Utensils
  - 3.10.1 Identifies major appliances
  - 3.10.2 Is aware of dangers and safety rules associated with using appliances
  - 3.10.3 Demonstrates proper use of oven
  - 3.10.4 Demonstrates proper use of stove burner
  - 3.10.5 Demonstrates proper use of toaster
  - 3.10.6 Demonstrates proper use of mixer
  - 3.10.7 Demonstrates proper use of broiler
  - 3.10.8 Demonstrates proper use of can opener
  - 3.10.9 Demonstrates proper use of coffee pot
  - 3.10.10 Demonstrates proper use of stove timer
  - 3.10.11 Identifies and knows use of 10 common cooking utensils
  - 3.10.12 Demonstrates proper use of saucepan
  - 3.10.13 Demonstrates proper use of frying pan
  - 3.10.14 Demonstrates proper use of cookie sheet
  - 3.10.15 Demonstrates proper use of knife, cutting board
  - 3.10.16 Demonstrates proper use of grater
  - 3.10.17 Demonstrates proper use of ladle
  - 3.10.18 Demonstrates proper use of tongs
  - 3.10.19 Demonstrates proper use of collander
  - 3.10.20 Demonstrates proper use of wine opener (cork screw)
- 3.11.0 Meal Preparation
  - 3.11.1 Chooses a simple recipe

3.11.2 Follows a simple recipe given orally
3.11.3 Follows a simple recipe independently
3.11.4 Identifies and verbalizes correct use of common cooking ingredient
3.11.5 Verbalizes correct information about importance of sanitary habits while cooking
3.11.6 Demonstrates skill in common food preparation tasks
3.11.7 Demonstrates skill in cooking beginning level breakfast
3.11.8 Demonstrates skill in cooking beginning level lunch
3.11.9 Demonstrates skill in cooking beginning level dinner
3.11.10 Demonstrates skill in cooking intermediate level breakfast
3.11.11 Demonstrates skill in cooking intermediate level lunch
3.11.12 Demonstrates skill in cooking intermediate level dinner
3.11.13 Demonstrates skill in cooking advanced level breakfast
3.11.14 Demonstrates skill in cooking advanced level lunch
3.11.15 Demonstrates skill in cooking advanced level dinner
3.11.16 Demonstrates skill in co-ordinating readiness time of all meal items

2.12.0 Mealtime Tasks
3.12.1 Selects appropriate items to set table
3.12.2 Selects correct number of items for persons eating
3.12.3 Sets table correctly using utensils, dishes, and napkins
3.12.4 Sets table completely using utensils, dishes, napkins, spices, condiments, and serving dishes
3.12.5 Serves prepared meal correctly
3.12.6 Clears table after a meal
3.12.7 Scrapes, rinses, and stacks dishes after meal
3.12.8 Wipes table and clears after a meal
3.12.9 Identifies proper storage area for various food items
3.12.10 Stores leftover foods properly
3.12.11 Uses five food wrapping products correctly

3.13.0 Money Management
3.13.1 Endorses check
3.13.2 Cashes endorsed check at local bank
3.13.3 Can identify amount of check
3.13.4 Opens a savings account at local bank
3.13.5 Maintains a savings account at local bank
3.13.6 Purchases money orders from bank or post office
3.13.7 Utilizes money order appropriately
3.13.8 Opens a checking account
3.13.9 Writes out a check
3.13.10 Records check in record book
3.13.11 Computes balance of checks
3.13.12 Fills out deposit slip
3.13.13 Computes balance of deposits
3.13.14 Balances monthly bank statement
3.13.15 Maintains a charge account at local businesses
3.13.16 Applies for supplemental income
3.13.17 Pays own bills on time
3.13.18 Has a sense of spending priorities
3.13.19 Keeps important receipts

3.14.0 Laundry
3.14.1 Verbalizes correct information about the importance of laundry skill
3.14.2 Identifies those items in need of wash

3.14.3 Sorts clothing correctly
3.14.4 Selects proper amount of coins for machine
3.14.5 Rinses heavily soiled or muddy clothing prior to washing
3.14.6 Loads clothing in washing machine correctly
3.14.7 Selects correct washer setting for various materials and colors
3.14.8 Measures detergent correctly
3.14.9 Uses powdered bleach appropriately
3.14.10 Inserts coins into machine correctly
3.14.11 Uses coin changer machine correctly
3.14.12 Starts washer
3.14.13 Transfers items from washer to dryer correctly
3.14.14 Starts dryer
3.14.15 Removes clothing from dryer at proper time
3.14.16 Folds clothing correctly
3.14.17 Stores clothing correctly
3.14.18 Selects hand washable clothing
3.14.19 Washes clothing by hand

3.15.0 Ironing
3.15.1 Selects appropriate clothing in need of ironing
3.15.2 Prepares articles for ironing
3.15.3 Sets up ironing board
3.15.4 Locates and plugs in iron
3.15.5 Fills iron properly
3.15.6 Selects iron temperature correctly
3.15.7 Irons flat items
3.15.8 Irons more complex items
3.15.9 Verbalizes dangers of iron
3.15.10 Puts away ironed items appropriately
3.15.11 Puts away ironing materials when finished
3.15.12 Cleans iron

3.16.0 Clothing Maintenance
3.16.1 Washes clothing regularly
3.16.2 Washes linen regularly
3.16.3 Stores dirty clothing and linen in laundry container
3.16.4 Sews missing buttons
3.16.5 Mends minor tears in clothing
3.16.6 Makes minor repairs using sewing machine
3.16.7 Sews on patch

ACADEMIC

4.0.0 Academic

4.1.0 Practical Reading
4.1.1 Reads own first name
4.1.2 Reads own last name
4.1.3 Recognizes sight words needed for safety and independence
4.1.4 Demonstrates understanding of safety/independence sight words in normal setting
4.1.5 Demonstrates understanding of safety/independence sight words in normal setting
4.1.6 Reads newspaper for information
4.1.7 Reads newspaper want ads
4.1.8 Reads recipies

  - 4.1.9 Reads and understands simple instructions and messages
  - 4.1.10 Reads as a leisure time activity
  - 4.1.11 Verbalizes correct information about Public Library
  - 4.1.12 Uses local library independently
  - 4.1.13 Uses dictionary correctly
  - 4.1.14 Uses telephone book correctly
- 4.2.0 Practical Writing
  - 4.2.1 Copies own name
  - 4.2.2 Prints own name without model
  - 4.2.3 Writes own signature
  - 4.2.4 Copies own address
  - 4.2.5 Writes own address without a model
  - 4.2.6 Copies own telephone number
  - 4.2.7 Writes own telephone number without model
  - 4.2.8 Writes a simple sentence
  - 4.2.9 Composes and writes personal letters with some assistance
  - 4.2.10 Addresses envelope correctly
  - 4.2.11 Stamps letter with correct postage
  - 4.2.12 Mails letter properly
  - 4.2.13 Composes and writes letters independently
  - 4.2.14 Writes legibly
  - 4.2.15 Uses correct capitalization and punctuation
  - 4.2.16 Uses correct spelling
- 4.3.0 Practical Math--Money
  - 4.3.1 Selects coins from other small objects
  - 4.3.2 Selects bills from other paper items
  - 4.3.3 Trades coins for desired items
  - 4.3.4 Verbalizes awareness that money has value
  - 4.3.5 Matches coins of each denomination
  - 4.3.6 Matches bills of each denomination
  - 4.3.7 Identifies coins of each denomination
  - 4.3.8 Identifies bills of each denomination
  - 4.3.9 Names coins
  - 4.3.10 Names bills
  - 4.3.11 Verbalizes cent value of coins
  - 4.3.12 Indicates relative value of coins
  - 4.3.13 Indicates relative value of bills
  - 4.3.14 Counts coins of same denomination
  - 4.3.15 Counts bills of same denomination
  - 4.3.16 Makes change for coins of each denomination
  - 4.3.17 Makes change for bills of each denomination
  - 4.3.18 Counts coins of various denominations up to $1.00
  - 4.3.19 Counts combination of bills and coins up to $5.00
  - 4.3.20 Reads price tags
  - 4.3.21 Counts out money equal to written price
  - 4.3.22 Pays for items with enough money to cover cost
  - 4.3.23 Determines amount of change to be returned
  - 4.3.24 Selects enough money to cover cost of a combination of 4 items
  - 4.3.25 Manipulates hand calculator properly to perform arithmetic computations for addition, subtraction, multiplication, division
- 4.4.0 Practical Math--Measurement
  - 4.4.1 Demonstrates understanding of concept of "length"
  - 4.4.2 Demonstrates understanding of concept of "weight"
  - 4.4.3 Demonstrates understanding of concept of "more or less"

4.4.4 Identifies measurement tools
4.4.5 Correctly measures lines in feet, using ruler
4.4.6 Correctly measures liquid in cups, using measuring cup
4.4.7 Correctly measures lines in inches using ruler
4.4.8 Correctly identifies liquid in fractions of a cup, using measuring cup
4.4.9 Correctly measures liquid in fractions of a cup using measuring cup
4.4.10 Correctly measures self in pounds using bathroom scale
4.4.11 Correctly measures produce in pounds using grocery scale
4.4.12 Correctly measures height in feet and inches using rules or yardstick
4.4.13 Measures correctly using teaspoon and tablespoon

4.5.0 Practical Math--Time
4.5.1 Associates clock with telling time
4.5.2 Reads numbers on face of clock
4.5.3 Identifies day and night
4.5.4 Identifies time of day
4.5.5 Indicates correct sequential order of routine daily activities
4.5.6 Associates routine daily activities with time of day
4.5.7 Associates specific times with routine activities
4.5.8 Tells time by the hour
4.5.9 Tells time by the half hour
4.5.10 Tells time by the quarter hour
4.5.11 Tells time in five minute intervals
4.5.12 Tells time by the minute
4.5.13 Sets time on clock or watch
4.5.14 Sets alarm on clock
4.5.15 Arises independently, using alarm clock
4.5.16 Schedules appointments at specific times
4.5.17 Arrives on time for appointments
4.5.18 Uses A.M. and P.M. correctly

4.6.0 Practical Math--Calendar
4.6.1 Associates calendar with telling the date
4.6.2 Counts from 1-31
4.6.3 Reads numerals from 1-31
4.6.4 Names days of the week in sequential order
4.6.5 Identifies present day of the week
4.6.6 Verbalizes correct information about "today," "yesterday," "tomorrow"
4.6.7 Identifies days of the week on the calendar
4.6.8 Names months of the year in sequential order
4.6.9 Identifies present month of the year
4.6.10 Identifies months of the year on calendar
4.6.11 Names seasons
4.6.12 Identifies present season
4.6.13 Identifies month and season of common holidays
4.6.14 States own birthdate
4.6.15 Locates own birthday on calendar
4.6.16 States present year
4.6.17 States today's date
4.6.18 Locates today's date on calendar
4.6.19 Locates common holidays on calendar
4.6.20 Verbalizes information about "weekend"

LEISURE TIME

- 5.0.0 Home Activities
  - 5.1.0 TV/Radio/Stereo
    - 5.1.1 Watches television
    - 5.1.2 Selects and watches TV program of choice
    - 5.1.3 Listens to radio
    - 5.1.4 Tunes in radio channel of own choice
    - 5.1.5 Listens to stereo
    - 5.1.6 Selects and plays music of own choice on stereo
  - 5.2.0 Arts/Crafts
    - 5.2.1 Demonstrates skill in painting
    - 5.2.2 Demonstrates skill with glue
    - 5.2.3 Demonstrates skill with clay
    - 5.2.4 Demonstrates skill in drawing
    - 5.2.5 Demonstrates skill in a variety of art techniques
    - 5.2.6 Cleans up work area when finished
    - 5.2.7 Voluntarily engages in arts/crafts activities during leisure time
  - 5.3.0 Sewing
    - 5.3.1 Makes simple items using hand sewing skills
    - 5.3.2 Makes simple items using machine sewing skills
    - 5.3.3 Makes clothing item using machine sewing skills
    - 5.3.4 Selects and purchases sewing pattern and supplies of own choice
    - 5.3.5 Makes simple item using embroidery skills
    - 5.3.6 Makes simple item using crochet skills
    - 5.3.7 Makes simple item using knitting skills
    - 5.3.8 Voluntarily engages in sewing activity during leisure time
  - 5.4.0 Exercise
    - 5.4.1 Participates in daily exercise program
    - 5.4.2 Takes regular walks in neighborhood
    - 5.4.3 Participates in regular jogging or running program
  - 5.5.0 Gardening
    - 5.5.1 Maintains ornamental outdoor garden for personal use
    - 5.5.2 Maintains vegatable garden for personal use
    - 5.5.3 Verbalizes correct information about care of indoor plant
    - 5.5.4 Cares properly for indoor plants
  - 5.6.0 Indoor Games
    - 5.6.1 Plays board game correctly
    - 5.6.2 Plays card game correctly
    - 5.6.3 Plays a variety of card games or board games correctly
    - 5.6.4 Works puzzles
    - 5.6.5 Plays ping pong
    - 5.6.6 Plays pool
  - 5.7.0 Pets
    - 5.7.1 Owns a pet
    - 5.7.2 Verbalizes correct information about proper care of pets
    - 5.7.3 Verbalizes correct information about health of pets
    - 5.7.4 Cares for pet properly

COMMUNITY ACTIVITIES

- 6.0.0 Community Activities
  - 6.1.0 Movies

- 6.1.1 Goes to movies
- 6.1.2 Goes to movie independently or with friends
- 6.1.3 Chooses movie to attend
- 6.1.4 Selects movie from newspaper

- 6.2.0 Public Recreational Facilities
  - 6.2.1 Verbalizes correct information about leisure time activities available in the community
  - 6.2.2 Verbalizes correct information about location and requirements for activities in the community
  - 6.2.3 Engages in daytime leisure activities in the community with supervision
  - 6.2.4 Engages in nighttime leisure activities in the community with supervision
  - 6.2.5 Engages in daytime leisure activities in the community independently or with friends
  - 6.2.6 Engages in nighttime activities in the community independently or with friends
- 6.3.0 Sports
  - 6.3.1 Engages in competitive sports activities
  - 6.3.2 Goes hiking
  - 6.3.3 Engages in camping activities
- 6.4.0 Adult Educational Facilities
  - 6.4.1 Verbalizes correct knowledge of local adult education facilities
  - 6.4.2 Makes use of local adult education facilities
- 6.5.0 Parties
  - 6.5.1 Attends parties
  - 6.5.2 Assists in planning a party
  - 6.5.3 Assists in giving a party
  - 6.5.4 Demonstrates skill in dancing
  - 6.5.5 Voluntarily participates in dancing with partners
  - 6.5.6 Invites friends over to home for specific social event
- 6.6.0 Motel/Hotel
  - 6.6.1 Verbalizes correct information about motels or hotels
  - 6.6.2 Stays in a motel/hotel with supervision
  - 6.6.3 Stays n a motel/hotel independently or with friends
  - 6.6.4 Makes arrangements to stay in a motel/hotel on a trip

THE CURRICULUM

1.0.0 Personal Management

1.1.0 Grooming

DEVELOPMENTAL

	Assessment Conditions		Performance Criteria
1.1.1	Demonstrates knowledge of the importance of acceptable hygiene Say: Tell me two reasons for being well-groomed and clean.	1.1.1	Client will answer the question with at least two of the following ideas expressed verbally in his/her own words: --General community acceptance --Employers require acceptable appearance --Attractiveness heightens self-image --Attractive to friends and acquaintances --Proper hygiene is necessary for sanitation when working around food --Proper hygiene helps client and others to maintain good health
1.1.2	Knows how often to perform each grooming task Say: a) Name four daily grooming tasks then say: b) Name two weekly grooming tasks.	1.1.2	a) Client will answer the first question by naming four of the following tasks: --shower, brush teeth, comb hair, apply deodorant, shave, wear clean clothing b) Client will answer the second question by naming two of the following tasks: polish shoes, wash clothes, clip nails, wash, comb and brush hair
1.1.3	Maintains adequate supply of grooming aids. (REPORT)	1.1.2	During inspection of client's bathroom, client of supervisor will locate and check off at least 6 of the following items: --toothpaste, hand soap, shampoo, creme rinse, nail clipper, dental floss, shaving cream, clean handkerchief or tissue, deodorant, tampons or napkins, acne cream, makeup.

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1.1.4 Identifies ten different grooming aids MATERIALS: ten or more different grooming aids, and ten or more other items (food, clothing, utensils, etc.) DO: Place grooming aids on table along with other items SAY: Show me the grooming aids used on your a) hair, b) teeth, c) face, d) clothing, e) underarms.	1.1.4 Client will name or point to at least two appropriate grooming aids for each grooming area.
1.1.5 Knows where to purchase grooming aids SAY: Where can most grooming aids be purchased?	1.1.5 Client will answer the question with appropriate verbal response, including at least one of the following types of store: a) grocery, b) drug store, c) variety store, d) convenience store
1.1.6 Bathes/showers correctly MATERIALS: Bathtub or shower, washcloth, soap, towel SAY: Take a bath (shower) Maintains Performance: Observe client for one week at home and keep checklist on bathing habits.	1.1.6 Client will correctly perform each of the following tasks independently --Plug drain (tub) --Turn on hot and cold water --Adjust temperature --Turn off water when tub is ½ full (leave water on for shower) --Get in tub/shower --Soap the washcloth --Wash entire body with soapy cloth --Rinse with water --Get out of tub/shower without falling --Pull tub plug/turn off shower water --Dry entire body completely Maintains performance: Client will bathe 5 of 7 days in the week.

1.0.0 Personal Management
1.1.0 Grooming

DEVELOPMENTAL

1.1.7 Verbalize importance of bathing skills SAY: Why should you bathe regularly? How often should you bathe?	1.1.7 Client will answer questions with appropriate verbal response indicating any of the following ideas: a) to keep clean/to smell good b) daily
1.1.8 Is able to identify well-groomed appearance MATERIALS: Two persons or pictures of persons (one messy and dirty, one clean and neat) SAY: Which of these people is "well-groomed?"	1.1.8 Client will correctly name or point to the neat and clean person and will indicate at least three areas on each person which are "well-groomed" or "not well-groomed"
1.1.9 Uses handkerchief to clean nose MATERIALS: Handkerchief SAY: Blow your nose Maintains Performance: Observe client at home and keep checklist of handkerchief use	1.1.9 Client will open the handkerchief, hold it over nose, and blow out through nose Maintains Performance: Client will use handkerchief or tissue to blow nose each time necessary instead of using shirt or fingers
1.1.10 Cleans comb/brush MATERIALS: Comb/brush, soap, water SAY: Wash your comb and/or brush Maintains Performance: Observe client at home for one month and keep checklist of brush/comb washing habits.	1.1.10 Client will independently perform each of the following tasks correctly: --remove hair from comb and/or brush --fill sink or container with warm water --add capful of mild soap, shampoo, or ammonia --immerse brush/comb in water --leave soak for at least 5 minutes --scrub brush/comb together or with hand sufficiently to remove dirt, lint, etc. --drain or empty soapy water --rinse brush/comb thoroughly in very hot water --set comb/brush in warm airy place to dry Maintains Performance: Client will wash comb/brush correctly at least once per week for one month.

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1.1.0 Grooming

DEVELOPMENTAL

1.1.11 Brushes teeth MATERIALS: Toothbrush/toothpaste SAY: Brush your teeth. Maintains Performance: Observe client at home for one week and keep checklist of toothbrushing habits	1.1.11 Client will correctly perform each of the following tasks independently: --wet toothbrush --apply toothpaste --gently brush teeth using correct up and down motions --rinse mouth --rinse toothbrush --put away toothbrush and toothpaste Maintains Performance: Client will brush his/her teeth correctly at least twice a day for one week
1.1.12 Flosses teeth MATERIALS: Dental floss SAY: Floss your teeth. Maintains Performance: Observe client at home for one week and keep a checklist of tooth flossing habits	1.1.12 Client will correctly perform each of the following tasks independently: --break off a sufficient amount of dental floss from the container (12 to 15 inches) --wrap floss ends around fingers or appliance --insert floss carefully between each tooth --slide floss back and forth between all teeth --rinse mouth thoroughly with water --throw used floss away in waste container Maintains Performance: Client will floss teeth correctly at least once a day for one week
1.1.13 Verbalizes information about tooth care DO: Ask the following questions: SAY: (1) When should you brush your teeth? (2) How often should you visit a dentist? (3) Why should you take care of your teeth?	1.1.13 Client will make a correct verbal response to each of the questions: (1) After each meal or at least once every morning and night (2) At least once a year (3) Prevent cavities/keep teeth clean/nice smile

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1.1.0 Grooming

DEVELOPMENTAL

1.1.14 Verbalizes information about skin care DO: Ask the following questions SAY: 1) Why is it important to wash your face regularly? 2) What else can you do to keep your skin healthy?	1.1.14 Client will answer each question with at least two of the following ideas: 1) -- physical appearance -- skin health -- prevention of acne 2) -- avoid greasy foods -- avoid too many sweets -- drink lots of water -- use clean towels -- avoid too much sun -- use acne cream if necessary
1.1.15 Wash face correctly MATERIALS: Sink, face soap, towel, wash cloth SAY: Wash your face. Maintains Performance: Observe client at home for one week and keep a checklist of face washing habits.	1.1.15 Client will correctly and independently perform each of the following tasks: --turn on and regulate the water temperature --wet wash cloth thoroughly --wet face thoroughly --apply soap to wash cloth --rub face vigorously with wash cloth --rinse face and wash cloth --dry face thoroughly with towel --hang up towel and wash cloth Maintains Performance: Client will wash face correctly at least once a day for one week
1.1.16 Washes hands MATERIALS: Sink, hand soap, towel SAY: Wash your hands. Maintains Performance: Observe client at home for one week and keep a checklist of handwashing habits	1.1.16 Client will perform the following tasks correctly and independently: --turn on hot and cold water --regulate temperature --wet hands --rub soap with both hands --rub hands together (palms, fingers, backs, wrists) with lather --rinse hands thoroughly --turn off water --dry hands thoroughly --hang up towel Maintains Performance: Client will wash hands correctly at least twice a day for one week

1.0.0 Personal Management
1.1.0 Grooming

DEVELOPMENTAL

1.1.17 Cares for acne MATERIALS: Wash cloth, special skin care soap (Neutrogena, Noxema, etc.), acne cream, towel SAY: Show me how you take care of your acne. Maintains Performance: If client has acne problem, observe at home for one week and keep checklist of skin care habits	1.1.17 Client will correctly and independently perform each of the following tasks: --wash face thoroughly with special soap --dry face and apply acne cream to needed areas Maintains Performance: Client will correctly care for acne at least once a day (evening) for one week
1.1.18 Combs/brushes hair MATERIALS: comb/brush SAY: Comb/brush your hair. Maintains Performance: Observe client at home for one week and keep a checklist of hair combing/brushing habits.	1.1.18 Client will correctly and independently perform each of the following tasks: --comb/brush all hair straight back --part hair, if hair style warrants --comb both sides back in place Maintains Performance: Client will comb/brush hair correctly at least once a day (morning) for one week
1.1.19 Recognizes need to wash own hair SAY: Does your hair need to be washed?	1.1.19 Client will make a correct verbal response of "yes" if it has been more than 3 days since last washing, or "no" if it has been less than 3 days since last washing.
1.1.20 Shampoos hair MATERIALS: Shampoo, towel SAY: Show me how you shampoo your hair.	1.1.20 Client will correctly and independently perform each of the following steps: --thoroughly wet hair with warm water --apply one or two capfuls of shampoo --lather shampoo --scrub scalp with fingertips --thoroughly rinse hair with warm water --repeat above procedure if necessary until hair "squeaks" when pulled between fingers Maintains Performance: Client will shampoo hair correctly at least once a week and no less than six times during one month

DEVELOPMENTAL

1.1.21 Uses creme rinse correctly MATERIALS: Creme rinse, shampoo SAY: Show me how you use creme rinse.	1.1.21 Client will correctly and independently perform each of the following tasks: --wash and rinse hair thoroughly --apply one or two capfuls of creme rinse to wet or towel-dried hair (according to instructions) --rub creme rinse into hair and scalp with fingertips --rinse hair thoroughly with warm water
1.1.22 Uses hair rollers correctly MATERIALS: Hair rollers hair pins SAY: Show me how you set your hair.	1.1.22 Client will independently perform each of the following tasks correctly: --comb wet hair --separate enough hair for one roller with fingers --comb strand of hair smooth --roll hair with roller carefully from end of hair to scalp --pin roller in place with at least two pins --repeat above procedure until all hair is set according to client's own hair style --leave rollers on head until hair is dry --remove rollers and comb out hairstyle
1.1.23 Uses hair dryer properly MATERIALS: Hair dryer SAY: Show me how you dry your hair.	1.1.23 Client will independently perform each of the following tasks correctly: for hand held dryer: --plug in dryer --hold dryer correctly with one hand --turn on dryer --showly move dryer back and forth along entire head until all hair is dry for cap dryer: --cover wet hair securely with dryer cap so that eyes, mouth, nose and (if possible) ears are not covered

DEVELOPMENTAL

	(1.1.23 cont.) --plug in dryer --turn dryer on to comfortable temperature --leave dryer on until all hair is dry For all dryers: --when hair is dry, turn off dryer, unplug, and put away
1.1.24 Performs all necessary aspects of hair care independently MATERIAL: shampoo, creme rinse (if desired), towel, comb/brush, hair rollers, dryer DO: Observe client at home taking care of hair for a week	1.1.24 Client will correctly and independently perform all the steps necessary for hair for an entire week: --brush/comb hair at least once a day --shampoo hair at least once a week --use creme rinse, set hair with rollers and/or use a hair dryer (if desired). If these last steps are a regular part of the client's hair care routine--then they should be performed independently and regularly. For some clients, however, these last steps are optional.
1.1.25 Shaves with razor MATERIALS: Shaving creme or soap, razor SAY: Show me how you shave. (This skill is optional for both men and women but should be taught if client expresses a desire to shave.) Maintains Performance: Observe client at home for one month and keep shaving habit checklist	1.1.25 Client will independently and correctly perform each of the following tasks: --check razor for sharp blade --fill sink with warm water --apply shaving creme or soap on area to be shaved --gently stroke the area to be shaved with razor, in a downward motion, periodically rinsing the the blade --splash area with clean warm water to remove any excess soap or shaving creme --dry area with clean towel --rinse and dry razor to prevent rusting --put away supplies Maintains Performance: Client will shave correctly chosen areas when needed: --face: once each day --legs and/or underarms: at least once a week

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DEVELOPMENTAL

1.1.26 Shaves with electric shaver (optional--see 1.1.25, shaves with razor) MATERIAL: Electric shaver SAY: Show me how you shave. Maintains Performance: See 1.1.25, shaves with razor	1.1.26 Client will correctly and independently perform each of the tasks: --plug in shaver --gently stroke area to be shaved with the proper area of the electric shaver until hair is gone --unplug shaver --clean shaver --put shaver away
1.1.27 Uses proper feminine hygiene during menstrual period (REPORT)	1.1.27 Client will correctly and independently perform the following tasks throughout her menstrual period: --maintain a supply of tampons or pads --insert tampon or attach pad correctly as soon as period starts --change tampon or pad often enough to avoid staining clothes --take daily baths --change underclothing daily
1.1.28 Applies deodorant MATERIALS: Deodorant (spray, creme, roll-on, pad, baking soda/cornstarch) SAY: Show me how you apply deodorant.	1.1.28 After washing underarms, client will apply moderate amount of the chosen product to each underarm. (optional if client's body is odor free with regular bathing)
1.1.29 Identifies and wears weather appropriate clothing MATERIALS: Pictures or role models in a variety of clothing (raincoat and umbrella, parka, shorts, levis and light shirt, heavy lined jacket) DO: Ask the client these questions SAY: Which person is dressed right for the rain? the snow? a sunny day? a winter day? and/or: is this person dressed for the snow? rain? etc.	1.1.29 Client will respond correctly by pointing to the appropriately dressed person or picture for each question and/or: client will verbalize yes or no correctly for each picture indicated. Maintains Performance: a client will dress appropriately for present weather conditions in eight of ten times observed

DEVELOPMENTAL

1.1.30 Wears clean clothes (REPORT)	1.1.30 During one month, client will perform the following tasks correctly: --wash or help wash own clothes once a week --wear washed clothes --change clothes if possible when clothes are dirty --change underclothing each day
1.1.31 Wears proper sized clothing (REPORT)	1.1.31 Client will be observed to wear clothing that is not too big or too small to be attractive or comfortable
1.1.32 Identifies and wears clothing suited to the occasion MATERIALS: Pictures on role models dressed in a variety of clothing (suit, dress, jeans, swim suit, formal, costume, shorts, etc.) DO: Ask client a variety of questions relating to the types of dress SAY: Which person is dressed for a job interview? a picnic? a party? work? shopping? etc. Maintains Performance: Observe client for one month, in a variety of settings, keeping an appropriate clothing checklist	1.1.32 Client will respond correctly by pointing to the appropriately dressed person for each question and/or client will correctly verbalize yes or no for each picture indicated. (i.e., the person in the swim suit is not dressed for a job interview) Maintains Performance: Client will wear clothing appropriate to the occasion on 8 out of 10 separate and different occasions
1.1.33 Puts on/takes off clothing accessories MATERIALS: Client specific (tie, belt, scarf, jewelry, watch) DO: Hand client accessories which are commonly worn by him/her SAY: Show me how you put this (tie/belt/ring, etc.) on. then: Show me how you take the (belt/tie/etc.) off.	1.1.33 Client will correctly put on each familiar acessory without assistance. Then client will correctly take off the accessory without assistance.

1.0.0 Personal Management
1.1.0 Grooming

DEVELOPMENTAL

1.1.34 Applies facial makeup properly (optional) (REPORT)	1.1.34 Client will look into mirror and apply any chosen makeup carefully and with moderation without smearing or dripping
1.1.35 Cares properly for nails (REPORT)	1.1.35 Client will perform the following tasks correctly and independently: --scrub nails with nailbrush and soap each day --uses nail clipper or nail file to keep nails manageable and neat in appearance --takes care of split or chipped nails immediately with file or clippers
1.1.36 Uses nail polish properly (optional) (REPORT)	1.1.36 Client will perform the following tasks correctly and independently: --remove old polish with nail polish remover --file and/or clip nails --apply polish carefully to nails of each hand --let polish dry thoroughly before using hands --repeat above procedure when polish becomes chipped or peels
1.1.37 Uses perfume or cologne properly and appropriately (REPORT)	1.1.37 Client will sparing apply perfume or cologne of choice on appropriate areas of the body (neck, behind ears, inside elbows, etc.) so that the scent can be detected no farther than five feet from the client
1.1.38 Uses barbershop or beauty parlor when needed (REPORT)	1.1.38 Client will indicate need to have hair cut or styled and will have hair cared for at a local barbershop or beauty parlor Additional independence could be indicated if the client: --made an appointment independently --traveled to appointment on time --inform barber on style of cut desired

	(1.1.38 (cont.) and independently --exhibited appropriate and polite behavior while at the barbershop or beauty parlor --paid for the service with sufficient money --made regular appointments at same shop to keep hair well-groomed
1.1.39 Maintains well-groomed appearance and proper hygiene DO: Observe client and keep checklist of grooming habits for one month	1.1.39 Client will maintain correct and regular performance on the following grooming skills for one month: --washing/bathing (1.1.6/1.1.15/ 1.1.16) --hair care (1.1.24) --teeth care (1.1.11/1.1.12) --nail care (1.1.36) --hygiene (1.1.9/1.1.10/1.1.28) --clothing (1.1.3/1.1.33)

END OF 1.1.0 GROOMING

1.0.0 Personal Management
1.2.0 Travel--walking

DEVELOPMENTAL

Assessment Conditions	Performance Criteria
1.2.1 Recognizes crosswalk DO: Go with client outside to street with crosswalk SAY: Where shall we cross the street?	1.2.1 Client will respond correctly by pointing to the crosswalk or by walking to the crosswalk
1.2.2 Looks both ways before crossing DO: Go with client outside to corner with crosswalk SAY: Tell me where it is safe to cross the street.	1.2.2 Client will turn head and look in one direction until there are no cars for at least one block, turn quickly to look in opposite direction and, if there are no cars for one block, will indicate verbally or gesturally that it is safe to cross
1.2.3 Discriminates correctly between red and green lights DO: Go with client to corner with street light SAY: Tell me when it is safe to cross the street.	1.2.3 Client will indicate verbally or gesturally that it is safe to cross only when the light is green and not when the light is red
1.2.4 Crosses streets independently with light MATERIALS: Street with traffic light DO: Take client to street with light SAY: Cross this street please.	1.2.4 Client will walk to corner, stop, wait for green light and/or "walk" sign, look both ways, and safely cross street
1.2.5 Crosses street independently without light MATERIALS: Street without light, with crosswalk in sight DO: Take client to street, but not necessarily right to crosswalk SAY: Cross this street please.	1.2.5 Client will walk to corner or crosswalk, stop, look both ways, step into street, make eye contact with driver, proceed halfway across, establish eye contact with driver from other direction, and continue safely across street

1.0.0 Personal Management
1.2.0 Travel--walking

DEVELOPMENTAL

1.2.6 Walks on sidewalk MATERIAL: Street with sidewalk DO: Take client to street with sidewalk SAY: Walk to the corner.	1.2.6 Client stays on sidewalk, while exhibiting correct behavior (i.e., no obscene gestures, hitchhiking) and does not step into road, lawns, or private property.
1.2.7 Walks on shoulder of road when necessary MATERIAL: Road with no sidewalk DO: Take client to road with no sidewalk SAY: Walk down to corner.	1.2.7 Client walks on shoulder of the road, facing traffic, while exhibiting correct behavior (i.e., no obscene gestures, hitchhiking)
1.2.8 Follows verbal directions to get from room to room in familiar setting SAY: Go to the (bedroom), then go outside and come back here. (direction can vary in complexity according to the client and the setting)	1.2.8 Client will walk to the first room, then to the next room and return, without assistance
1.2.9 Demonstrates understanding of left and right DO: Go for a walk with the client SAY: a) Turn right. b) Turn left.	1.2.9 Client will turn the correct direction in response to the request
1.2.10 Demonstrates understanding of North/East/South/West DO: Go for a walk with the client SAY: Where is North?..East...South....West?	1.2.10 Client will point to the correct directions.

1.0.0 Personal Management
1.2.0 Travel--walking

DEVELOPMENTAL

1.2.11 Is able to find way home from five blocks away MATERIALS: Neighborhood near Center or home DO: Take client at least five blocks away, making several left and right turns SAY: Let's go back. You show me the way.	1.2.11 Client will find way back to Center or home independently by retracing his/her steps and will not make any wrong turns.
1.2.12 Follows verbal directions to walk six blocks in the neighborhood SAY: Go outside, turn right, walk three blocks down the street and then come back and tell me what kind of buildings you saw on the corner down there.	1.2.12 Client will walk independently three blocks to the right and return by the same path with a verbal description of at least one building located on that corner.
1.2.13 Is able to find way to and back from one place in the neighborhood independently DO: Ask another client or teacher to wait at destination with a note for the client SAY: Go to (the corner store/Jim's house/ the Post Office/etc.) and get a note from ______________.	1.2.13 Client will walk independently to destination, procure the note and return in a reasonable amount of time to preclude getting lost.
1.2.14 Is able to find way to and back from at least five different places in the neighborhood (store, cafe, friend's house, etc....) DO: Repeat procedure for 1.2.13 for various different destinations that are familiar to the client	1.2.14 Client will walk independently to each of five different local places and return in a reasonable time to preclude getting lost.

END OF 1.2.0 TRAVEL--WALKING

1.0.0 Personal Management
1.3.0 Travel--Bus

DEVELOPMENTAL

1.3.1 Client leaves home in time to catch bus (REPORT)	1.3.1 Client will arrive at bus stop 5 minutes before bus arrives.
1.3.2 Walks safely to bus stop MATERIALS: Street with bus stop, with or without sidewalks DO: Go with client to street SAY: Walk down to the bus stop and wait for a bus.	1.3.2 Client will walk safely, on correct side of street, exhibiting correct behavior, to the bus stop, stop and wait.
1.3.3 Identifies bus stop DO: Take client to a street where there is a bus stop SAY: Where is the bus stop?	1.3.3 Client will look up and down street, visually locate stop and walk to it or point to it.
1.3.4 Picks out correct amount of money to pay for bus MATERIALS: Assorted coins and bills DO: Place money in front of client SAY: Show me how much money it costs to ride the city bus.	1.3.4 Client will pick out correct amount for bus fare.
1.3.5 Identifies route sign on bus DO: Take client to bus stop SAY: Where is the route sign and what does it say?	1.3.5 Client will point to route sign on bus and verbalize the correct number or destination.
1.3.6 Identifies bus discount card MATERIALS: Various cards--social security, DMV ID card, Medi-Cal card, bus discount card DO: Place cards in front of client SAY: Which card do you need to ride the bus?	1.3.6 Client will select bus discount card.

1.0.0 Personal Management
1.3.0 Travel--Bus

DEVELOPMENTAL

1.3.7 Boards correct bus, exhibiting correct behavior (REPORT)	1.3.7 Client will wait for his/her bus, wait turn for boarding, and board bus.
1.3.8 Deposits fare properly (REPORT)	1.3.8 When boarding bus, client will deposit money in proper receptacle.
1.3.9 Shows discount card to driver (REPORT)	1.3.9 Client will display discount card when boarding bus without being asked.
1.3.10 Requests transfer if necessary (REPORT)	1.3.10 Client will ask driver for transfer when needed.
1.3.11 Demonstrates appropriate behavior on bus (REPORT)	1.3.11 Client will exhibit following behavior when on bus: remain seated; speak at normal level; does not bother driver or other riders.
1.3.12 Signals driver to stop at correct destination (REPORT)	1.3.12 Client will pull the cord/block prior to reaching correct destination
1.3.13 Departs bus safely and arrives at destination (REPORT)	1.3.13 Client safely and with appropriate behavior will leave bus and walk safely to destination.
1.3.14 Completes transfer from one bus to another (REPORT)	1.3.14 Client locates bus stop for required bus, waits for it, enters it appropriately, hands transfer to driver and sits down.

1.0.0 Personal Management
    1.3.0 Travel--Bus

DEVELOPMENTAL

1.3.15 Independently catches and rides bus (REPORT)	1.3.15 Client will perform the following tasks correctly and independently: --wait for and catch correct bus --arrive safely at correct destination on time without leaving any personal belongings on the bus

END OF 1.3.0 TRAVEL—BUS

1.0.0 Personal Management
1.4.0 Health and Safety

DEVELOPMENTAL

	Assessment Conditions		Performance Criteria
1.4.1	Client is knowledgeable of services provided by a variety of medical care facilities SAY: a) Who do you go to for teeth care; if you're sick; to have your eyes check; for pelvic exam; etc. b) Name two places where you can receive medical attention.	1.4.1	a) Client will give correct verbal answer (i.e., dentist, doctor, optometrist, gynecologist) b) Client will give verbal response of: doctor, hospital, clinic, emergency room, etc.
1.4.2	Distinguishes between prescription and non-prescription drugs SAY: a) What are prescription drugs? b) What are non-prescription drugs?	1.4.2	a) Client will give correct verbal response of: drug gotten only by written order from a doctor, and probably stronger. b) Client will give correct verbal response of: drug purchased in drugstore without doctor's order.
1.4.3	Verbalizes correct information about drug labels MATERIALS: Several medicine bottles with labels DO: Place several medicine bottles in front of client and point to the following information on the bottles: SAY: a) Show me the label. b) What does "not to be taken internally mean? c) What does "Two every four hours" mean? d) What does "do not exceed recommended dosage" mean?	1.4.3	a) Client will point to label b) Client will give correct verbal response of: do not eat, or, put on outside of body only c) Client will give correct verbal response of: that's how many you take and how often d) Client will give correct verbal response of: do not take more than you're supposed to

1.0.0 Personal Management
1.4.0 Health and Safety

DEVELOPMENTAL

1.4.4	Verbalizes information about commonly used drugs MATERIALS: None SAY: a) What do you know about cigarettes? b) What do you know about alcohol? c) What do you know about marijuana? d) What do you know about aspirin? e) What do you know about caffein?	1.4.4	a) Client will give correct verbal response of two of the following: --must be 18 years old to use --bad for you --can cause cancer --habit forming b) Client will give correct verbal response of two of the following: --must be 21 to use --too much is bad for you --will change your state of reality (can make you "drunk") c) Client will give correct verbal response of two of the following: --is illegal --you may go to jail --may or may not be bad for you --will change your state of reality (can make you "high") d) Client will give correct verbal response of one of the following: --a good medicine for headaches, aches, etc. --dangerous if overused or abused e) Client will give correct verbal response of two of the following: --in coffee --in coca cola --in tea --will keep you awake --too much will make you nervous/ uncomfortable
1.4.5	Verbalizes correct information about a common cold SAY: a) Name 4 characteristics of a common cold. b) How do you take care of yourself when you have a cold?	1.4.5	a) Client will give correct verbal response of four of the following: --stuffed up head --hard to breathe --sore throat --runny nose --congested chest --cough --headache --fatigue b) Client will give correct verbal response to four of the following: --lots of rest --liquids --aspirin

1.0.0 Personal Management
1.5.0 Health and Safety

DEVELOPMENTAL

	(1.4.5 cont.) --Vitamin C --stay warm and dry --no vigorous exercise
1.4.6 Verbalizes correct information about the flu SAY: a) What is the flu? b) How do you take care of yourself when you have the flu?	1.4.6 a) Client will give correct verbal response of two of the following: --short for influenza --sick --infectious disease --fever --sore body --stomach ache --possibly vomiting and diarrhea b) Client will give correct verbal response of two of the following: --go to bed --eat little --take it easy --stay away from others
1.4.7 Verbalizes information about the need for rest SAY: Why should we sleep at night?	1.4.7 Client will give correct verbal response: body needs to rest.
1.4.8 Verbalizes information about measures to avoid spreading germs SAY: How do you prevent the spreading of infectious, disease producing germs?	1.4.8 Client will give correct verbal response of two of the following: --wash hands after toileting --wash hands before eating --do not use other people's drinking glasses, toothbrush, silverware, etc, --cover your mouth when sneezing or coughing --stay away from sick people
1.4.9 Verbalizes information about need for regular exercise SAY: Why do we exercise?	1.4.9 Client will give correct verbal response of two of the following: --makes you feel good --good for your body (heart, muscles) --makes your body work better, last longer --good for weight control

1.0.0 Personal Management
1.4.0 Health and Safety

DEVELOPMENTAL

1.4.10 Takes own temperature MATERIALS: Thermometer, alcohol, glass of water DO: Place thermometer and alcohol in front of client SAY: Take your temperature.	1.4.10 Client will correctly perform each of the following tasks: 1) clean termometer with alcohol 2) rinse thermometer with water 3) shake temperature down 4) put thermometer in mouth, under tongue 5) wait 3-5 minutes 6) remove and read thermometer 7) rinse thermometer in water
1.4.11 Is able to treat minor cuts and burns MATERIALS: Bandaid, ointment, gauze, tape, soap DO: Place client by a sink, with bandaids, ointment, gauze and tape nearby SAY: a) Pretend I have a small cut on my hand, take care of it for me. b) Pretend I have a big cut on my arm, take care of it for me. c) Pretend I burned my hand, take care of it for me.	1.4.11 a) Client will correctly perform each of the following tasks: 1) gently wash the "cut" with soap and water 2) dry "cut" 3) puts ointment on "cut" 4) puts bandaid on "cut" b) Client will perform the following tasks: 1) cleans cut with soap and water 2) dries cut 3) puts on ointment 4) places gauze on cut 5) cuts tape and tapes gauze on cut c) Client will perform the following tasks: 1) puts hand under cold water 2-5 minutes 2) carefully dries hand 3) applies burn ointment
1.4.12 Is able to treat twisted ankle correctly MATERIAL: Bucket, epsom salts, towel, ace bandage DO: Stand with client near sink with materials SAY: Pretend I twisted my ankle, take care of it for me.	1.4.12 Client will correctly perform each of the following tasks: 1) removes shoes and socks 2) puts epsom salts and hot water in bucket 3) checks temperature of the water 4) places foot carefully in water 5) leaves foot to soak for at least 10 minutes 6) removes foot from bucket and dries carefully 7) firmly and gently attaches ace bandage

1.0.0 Personal Management

1.4.0 Health and Safety

DEVELOPMENTAL

1.4.13 Is able to care for person with seizures MATERIAL: Blanket SAY: Pretend I'm having a seizure, take care of me. DO: Lie on floor, role play seizure attack	1.4.13 Client will correctly perform each of the following tasks: 1) moves objects that might be struck by or might injure the person 2) does not restrain person in any way 3) when seizure is finished, cover person with blanket 4) let person rest or sleep until ready to get up
1.4.14 Verbalizes danger of certain appliances and machines in the household SAY: a) Name some appliances and machines in this house which could be dangerous. b) How could you hurt yourself using them?	1.4.14 a) Client will name at least 10 appliances and machines which could be potentially dangerous b) Client will verbalize at least one danger of each appliance (i.e., "stove could burn you," "can opener could cut you," etc.
1.4.15 Demonstrates safe use of appliances SAY: Show me how to use the stove/toaster/etc. safely. DO: Make this request for each appliance which the client has learned to use for household tasks.	1.4.15 Client will operate each of the appliances without injuring self or others.
1.4.16 Verbalizes danger of certain household substances DO: Display a variety of dangerous substances (kerosene/lye or Drano/flea shampoo) along with a variety of non-toxic substances. SAY: a) Which of these things could be dangerous? b) How could you use them safely?	1.4.16 Client will point to or name only those items on display which are toxic and will verbalize at least one correct way to use each substance indicated.

1.4.17 Uses matches safely DO: Hand client a book of matches and some kitchen matches. Place a candle on the table. SAY: Please light the candle.	1.4.17 Client will correctly perform the following tasks for each kind of match: --hold match with preferred hand and closed book or box with other hand at least two feet from self or others --strike match on appropriate surface away from self --wait until match is not flaring before bringing it slowly to the candle wick --when candle is lit, blow match out thoroughly and place used match in ashtray or douse in water before putting in wastebasket
1.4.18 Demonstrates skill in using a fire extinguisher DO: Place crushed newspaper on concrete floor or driveway SAY: If this newspaper were on fire, show me how you would put it out with the fire extinguisher.	1.4.18 Client will correctly perform the following tasks: --locate and remove fire extinguisher from wall --disengage safety mechanism --hold extinguisher securely with nozzle pointed away from self and others and in the direction of the "fire." --operate extinguisher by pushing correct mechanism --cover newspaper and area no more than 3 feet around newspaper with sufficient amount of fire deterrent to put out a possible fire
1.4.19 Keeps list of emergency phone numbers by phone SAY: What numbers would you call in an emergency?	1.4.19 Client will go to telephone and get list of emergency numbers which includes Police-Sheriff/Fire Dept./Emergency Hospital/Doctor/Friend/Neighbor.
1.4.20 Verbalize when to call emergency numbers SAY: When would you need to call each of these numbers?	1.4.20 Client will verbalize one emergency for each number on list (i.e., Fire Dept. - fire/Hospital - broken leg etc.)

1.0.0 Personal Management
1.4.0 Health and Safety

DEVELOPMENTAL

1.4.21 Is able to make emergency phone calls DO: Role play telephone conversations for various emergency situations	1.4.21 Client will perform the following tasks correctly: --operate telephone correctly to dial appropriate phone numbers --verbalize all necessary information clearly —write down or memorize any important information given (other phone numbers, emergency procedure) --terminate conversation only when all information is clearly understood by both parties --call any additional necessary numbers for each emergency situation.

END OF 1.4.0 HEALTH AND SAFETY

1.0.0 Personal Management
1.5.0 Telephone Skills

DEVELOPMENTAL

Assessment Conditions	Performance Criteria
1.5.1 Reads written telephone number MATERIALS: Telephone book DO: Point to a telephone number SAY: Read this telephone number.	1.5.1 Client will read each telephone number correctly.
1.5.2 Associates written phone numbers with appropriate numbers on the telephone dial MATERIAL: Telephone book/telephone DO: Point to a telephone number SAY: Point to this number on the telephone.	1.5.2 Client will point to the correct numbers on the dial in their written order
1.5.3 Manipulates receiver correctly MATERIAL: Telephone SAY: Answer the telephone.	1.5.3 Client will pick up the receiver correctly with one hand, placing mouthpiece 2 inches from mouth and earpiece securely on one ear.
1.5.4 Manipulates telephone dial correctly MATERIAL: Telephone DO: Hold receiver down or button in to role play dialing various numbers SAY: Dial this number, 664-2960, etc.	1.5.4 Client will dial each number in correct order by: --placing one finger in appropriate hole or button --pushing button firmly or moving dial all the way around --waiting for dial to return completely before starting next number.
15.5 Answer telephone correctly MATERIAL: Telephone SAY: Answer the telephone.	1.5.5 Client will pick up receiver correctly (1.6.3) and say "Hello" clearly and with appropriate volume.

1.0.0 Personal Management
1.5.0 Telephone Skills

DEVELOPMENTAL

1.5.6 Terminates conversation correctly MATERIAL: Telephone DO: Role play a phone conversation SAY: How do you end the conversation?	1.5.6 Client will perform the following tasks correctly: --wait until conversation is over (all information has been given/ speaker is finished talking/ speaker has said "goodbye") --say "goodbye" clearly and with appropriate volume --pause briefly to be sure there are no additional messages --place the receiver securely and carefully (not bang) down in proper position
1.5.7 Uses several types of telephone correctly (REPORT)	1.5.7 Client will place phone calls correctly from: --dial phone --push button phone —wall phone --table phone
1.5.8 Recites own telephone number from memory SAY: What is your telephone number?	1.5.8 Client will verbalize the correct phone number without hesitation or error.
1.5.9 Carries home phone number and Center phone number in wallet SAY: Show me where you keep your important telephone numbers.	1.5.9 Client will take out wallet and show card, address book, or ID with home phone and Center phone.
1.5.10 Telephones home or Center for assistance when necessary DO: Role play missing the bus or getting lost SAY: Show me what you would do to get help.	1.5.10 Client will go to phone and call home or the Center.

1.0.0 Personal Management
1.5.0 Telephone Skills

DEVELOPMENTAL

1.5.11 Recognizes busy signal MATERIAL: Telephone DO: Dial own number and hand receiver to client SAY: What does that sound mean?	1.5.11 Client will verbalize correct answer indicating that the line is "busy" or someone is using the telephone and that one must wait and call later.
1.5.12 Makes local calls (REPORT)	1.5.12 Client will use the telephone correctly and independently to dial local numbers (home, Center, shops).
1.5.13 Uses appropriate telephone language (REPORT)	1.5.13 Client will engage in conversations on the telephone using language that is: --understandable --factual --of appropriate volume --in proper taste
1.5.14 Dials operator for assistance when necessary SAY: If you need help in dialing a number, who do you call? Show me.	1.5.14 Client will verbalize answer correctly: "operator" and dial "0" on the telephone.
1.5.15 Dials information operator (directory assistance) when necessary SAY: What number do you call if you need to know my telephone number? Show me.	1.5.15 Client will: --correctly verbalize the number for Directory Assistance in the local area --dial that number on the telephone --ask correctly for the number needed --write the number down --repeat number to check for errors --thank operator and hang up

1.0.0 Personal Management
1.5.0 Telephone Skills

DEVELOPMENTAL

1.5.16 Recognizes various special dialing numbers (operator, area code, Directory Assistance, Time, home, Center) MATERIALS: list of phone numbers above SAY: Which one of these numbers is the operator?/Time?/etc.	1.5.16 Client will point to the correct number or numbers on the list in answer to each question.
1.5.17 Takes and relays telephone message (REPORT)	1.5.17 When a message is given verbally to client on the telephone he/she will: --write down or memorize message --repeat message to caller to check accuracy --hang up phone and find correct person to deliver the message --repeat the message correctly to the appropriate person
1.5.18 Demonstrates proper use of pay phone DO: Take client to pay phone SAY: Call the Center (give the client the number if necessary)	1.5.18 Client will correctly complete the following tasks: --lift receiver --deposit correct amount of money in appropriate slot --wait for dial tone --dial the number --speak to person who answers --hang up and conduct any transactions necessary with the operator
1.5.19 Uses telephone for social calls (REPORT)	1.5.19 Client will place and receive calls from friends in local area to relay personal information and engage in polite social conversation.
1.5.20 Uses telephone for business calls (REPORT)	1.5.20 Client will place calls on the telephone to receive or relay information concerning: --appointments --schedules (movies) --reservations (restaurants) --products for sale (stores)

1.0.0 Personal Management
1.5.0 Telephone Skills

DEVELOPMENTAL

1.5.21 Defines "Long Distance Call" SAY: What is a long distance call?	1.5.21 Client will verbalize information which contains at least two of the following ideas: —far away (outside area code) --must dial an area code --costs more money than local calls
1.5.22 Makes long distance calls (REPORT)	1.5.22 When appropriate, client will complete a long distance call by correctly: --dialing area code and number or/ dialing operator and giving the number --engaging in a conversation appropriate to the situation —not talking for more than 3 minutes if possible
1.5.23 Verbalizes knowledge of calling "collect" SAY: a) How would you make a "collect" call? b) Why would you make a "collect" call?	1.5.23 Client will verbalize a correct answer which includes: a) all of the following: --dial operator --give name, number to be called, number calling from (identifying which is which) --wait for call to be accepted at other end --make conversation as short as possible b) at least one of the following: —emergency --pay phone/not enough money —using someone else's telephone
1.5.24 Acquires a telephone (REPORT)	1.5.24 Client will correctly perform each of the following tasks: --call local telephone company or visit to inquire about cost --check own budget to determine if feasible --make appointment with telephone company to install phone --give necessary information to telephone company for their records --make arrangements or have someone at home on scheduled day for telephone installation

END OF 1.5.0 TELEPHONE SKILLS

1.0.0 Personal Management

1.6.0 Personal Identification Cards

DEVELOPMENTAL

Assessment Conditions	Performance Criteria
1.6.1 Identifies ID (identification) card MATERIALS: Variety of cards, e.g. library card, medical card, etc., and ID card DO: Randomly present client with a variety of cards SAY: Show me your ID card.	1.6.1 Client will point to ID card. (In California and other states, the Department of Motor Vehicles issues a non-driver's card for identification purposes.)
1.6.2 Demonstrates use of ID card (REPORT)	1.6.2 When asked to present his/her ID card in a community setting, client will produce ID, show it to the person making request, return card to wallet, and replace wallet in pocket or purse.
1.6.3 Identifies bus discount card MATERIALS: Variety of cards, i.e. library card, medical card, etc., and bus discount card DO: Present client with variety of cards in random order SAY: Show me your bus discount card.	1.6.3 Client will point to bus discount card.
1.6.4 Demonstrates use of bus discount card (REPORT)	1.6.4 Upon boarding a bus, client will present his/her bus discount card to bus driver.
1.6.5 Identifies social security card MATERIALS: Variety of cards, i.e. library card, bus discount card, etc. and social security card DO: Present client with a variety of cards in random order SAY: Show me your social security card.	1.6.5 Client will point to social security card.

1.0.0 Personal Management
1.6.0 Personal Identification Cards

DEVELOPMENTAL

1.6.6 Demonstrates use of social security card (REPORT)	1.6.6 When asked for his/her social security number, client will either verbally state number, write number, or present card to person requesting number.
1.6.7 Identifies Medi-Cal card MATERIALS: Variety of cards, e.g. bus discount card, library card, etc. and Medi-Cal card DO: Present client with a variety of cards in random order SAY: Show me your Medi-Cal card.	1.6.7 Client will point to Medi-Cal card.
1.6.8 Demonstrates use of Medi-Cal card (REPORT)	1.6.8 When asked to present his/her Medi-Cal card in a community setting, client will produce Medi-Cal card and show it to person making request.
1.6.9 Carries ID card DO: At unspecified times ask client to show his ID	1.6.9 Client will carry his/her ID card on his/her person and will produce it immediately upon request.

END OF 1.6.0 PERSONAL IDENTIFICATION CARDS

2.0.0 Social Development

2.1.0 Self Identity and Personal Adjustment

DEVELOPMENTAL

Assessment Conditions	Performance Criteria
2.1.1 Demonstrates recognition of personal information MATERIALS: Three cards, one with client personal information and two with similar information on two other clients DO: Present three cards to the client one containing personal information on the client (name/address/age/phone number/sex/height/weight/birthdate), and two containing similar personal information on two other clients. SAY: Point to the card with your personal information.	2.1.1 Client will point to a card with correct personal information when presented with three cards, one containing information on self and two containing information on other clients.
2.1.2 Provides personal information verbally upon request DO: Position the client in a comfortable position facing the teacher SAY: What is your name?/address?/phone number?/sex?/height?/weight?/birthdate?	2.1.2 Client will verbally recite his or her name, address, age, phone number, sex, height, weight, and birthdate and supply a photograph of himself, when requested to do so by a teacher.
2.1.3 Writes personal information upon request MATERIALS: Paper and pencil DO: Position the client at a writing station SAY: Write your name/address/age/phone number/sex/height/weight/birthdate.	2.1.3 Client will write his or her name, address, age, phone number, sex, height, weight, and birthdate when requested to do so by a teacher.

2.0.0 Social Development
2.1.0 Self Identity and Personal Adjustment

DEVELOPMENTAL

2.1.4 Verbalizes personal strengths upon request SAY: What are some good things about you?	2.1.4 Client will identify three personal strengths or attributes when asked to do so by a teacher.
2.1.5 Verbalizes differences between self and others upon request SAY: How are you different from (name of another person familiar to the client).	2.1.5 Client will identify three relevant areas of difference between himself of herself and another person.
2.1.6 Verbalizes wishes and desires SAY: What would you like to have? do?	2.1.6 Client will list three materials that he/she would like to possess and/or three activities that he/she would like to participate in.
2.1.7 Develops realistic goals SAY: What is a goal you would like to reach?	2.1.7 Client will verbalize a goal which is not impossible for him/her to achieve.
2.1.8 Makes plans to achieve goals SAY: What are the steps you need to take to reach your goal?	2.1.8 Client will list possible steps in a logical order which will enable him/her to achieve the goal.
2.1.9 Follows plans to achieve goal (REPORT)	2.1.9 Client will follow the steps of the plan to reach the goal.
2.1.10 Verbalizes success/failure of outcomes of plans SAY: Is your plan working?	2.1.10 Client will verbalizes success/failure of plan by saying "yes" if goal is being met/"no" if goal is not being met.

2.0.0 Social Development

2.1.0 Self Identity and Personal Adjustment

DEVELOPMENTAL

2.1.11 Revises plan to achieve goals, if necessary DO: If answer to 2.1.10 is "no" SAY: What new plans can you make to reach your goal?	2.1.11 Client will list new steps to achieve goal.
2.1.12 Performs new activities cooperatively MATERIAL: New work activity at client's ability level SAY: I have a new job for you. DO: Show client how to perform the task	2.1.12 Client will perform the new task without negative physical or verbal behavior.
2.1.13 Performs familiar task in new setting MATERIAL: Work activity which is familiar and successful for the client. DO: Take client to room not usually used for this task (if it is a classroom task, try it at home) SAY: Today you are going to do this job here.	2.1.13 Client will perform the familiar task in a new setting correctly and without negative physical or verbal behavior.
2.1.14 Demonstrate competitiveness in appropriate situations (REPORT)	2.1.14 When participating in game (cards/sports), client will attempt to get points by performing tasks specific to that game.
2.1.15 Controls temper (REPORT)	2.1.15 During unsuccessful interactions or task performance, client will not respond with negative verbal or physical outbursts.

2.0.0 Social Development

2.1.0 Self Identity and Personal Adjustment

DEVELOPMENTAL

2.1.16 Changes routine when given explanation MATERIAL: Familiar work task DO: Interrupt client from usual work task for that time period SAY: Today we need you to get this (familiar work task) job done first. Could you please start working on this now and you can finish that (usual work task) later.	2.1.16 Client will stop working at usual work task within 3 minutes and begin work on other task within 5 minutes.
2.1.17 Gives constructive criticism MATERIAL: Familiar work task SAY: I'm going to do this job while you watch. Tell me if I'm doing it right. DO: Make some obvious errors; when client notices the error, SAY: How should I do it right?	2.1.17 Client will point out at least one error and give verbal explanation or demonstration of correct procedure.
2.1.18 Plans for future events DO: One day before a field trip or planned special activity, have discussion with client or group SAY: What do you need to bring tomorrow for the trip?	2.1.18 Client will name at least one appropriate item necessary for trip (bus fare, lunch, warm jacket, ticket, etc.).

END OF 2.1.0 SELF IDENTITY AND PERSONAL ADJUSTMENT

2.0.0 Social Development
2.2.0 Interpersonal Relations

DEVELOPMENTAL

	Assessment Conditions		Performance Criteria
2.2.1	Makes eye contact and smiles at others SAY: Hello, (client's name). DO: Look toward and smile at client	2.2.1	When greeted, the client will look at teacher and smile at him/her.
2.2.2	Shares property with others MATERIAL: Items from a client's personal property SAY: May I borrow (name of property)?	2.2.2	Client will say yes and hand personal property to a teacher when the teacher asks to borrow a piece of personal property.
2.2.3	Demonstrates positive physical contact toward others DO: Pat, hug, rub or stroke client on the arm or shoulder regions	2.2.3	Client will pat, hug, rub, or stroke another person in a positive fashion in response to receiving similar treatment.
2.2.4	Demonstrates verbal compliments SAY: Say something nice to me (or to someone else)	2.2.4	Client will issue three different verbal compliments to others.
2.2.5	Respects others' property (REPORT)	2.2.5	Client will exhibit the following behaviors: --ask politely to use other's property --will use others' property only with permission from owner --will use others' property without causing damage to property --will not lose others' property --if necessary, will replace, repair, or clean borrowed property before returning to owner.

2.0.0 Social Development

2.2.0 Interpersonal Relations

DEVELOPMENTAL

2.2.6 Respects others' privacy (REPORT) Alternative: DO: Have a client assistant role-play a request to the training client asking to be left alone	2.2.6 Client will knock at closed doors and wait for invitation before entering. Alternative: Client will terminate all interaction with another client who requests to be left alone.
2.2.7 Participates cooperatively in group activities DO: Initiate an activity with two or more other clients participating	2.2.7 Client will participate in an activity with two or more clients when requested to do so by a teacher, without negative verbal or physical behavior.
2.2.8 Invites others to participate in activities	2.2.8 Client will invite another client to participate in an activity when requested to do so by a teacher.
2.2.9 Ignores offensive verbal behavior by others DO: Initiate a role playing session wherein the teacher exhibits offensive verbal behavior toward the client	2.2.9 Client will turn away from and refrain from talking to a teacher who role plays offensive verbal comments.
2.2.10 Assists others in need of help DO: Assign another client to complete a work assignment that requires two people while the trainee client is observing. Verbally prompt the working client to ask the trainee client for help	2.2.10 Client will assist others who ask for help.
2.2.11 Accepts help from others DO: Assign the trainee client to complete a work assignment that requires two people, while another client is observing SAY: Ask (observing client's name) if he/she will help.	2.2.11 Client will let another client help with a work assignment.

DEVELOPMENTAL

2.2.12 Participation in organized group activity (REPORT)	2.2.12 Client will engage in appropriate verbal or physical participation at meeting, party, dance, or team sport.
2.2.13 Suggests alternative to resolve conflicts DO: Verbally pose hypothetical interpersonal conflict situations that are consistent with the client's everyday living situation SAY: Please suggest some ways to solve this problem.	2.2.13 Client will suggest at least two alternative solutions to teacher posed, hypothetical conflict situations.

END OF 2.2.0 INTERPERSONAL RELATIONS

2.0.0 Social Development

2.3.0 Conversational Skills

DEVELOPMENTAL

	Assessment Conditions		Performance Criteria
2.3.1	Identifies familar people by name DO: Point to various people who are familiar to client SAY: What is her/his name?	2.3.1	Client will verbalize each person's correct name.
2.3.2	Makes and responds to verbal and gestural greetings DO: At beginning of day, extend your hand SAY: Hi or Good Morning.	2.3.2	Client will extend his/her hand, shake hands, and say "Hi" or "Good Morning."
2.3.3	Makes and responds to verbal and gestural farewells DO: At end of day wave to client SAY: Bye or See you later.	2.3.3	Client will wave and say "Bye" or "See you later."
2.3.4	Uses appropriate gestures to communicate meaning DO: a) Ask client a question which calls for an obvious "yes" answer b) Ask client a question which calls for an obvious "no" answer	2.3.4	Client will respond gesturally by: a) Shaking head vertically b) Shaking head horizontally
2.3.5	Listens during conversation without interrupting (REPORT)	2.3.5	Client will engage in 5 minutes of conversation during which he/she does not talk while the other person is speaking or until the other person is finished with a sentence.
2.3.6	Uses appropriate facial expression to communicate meaning DO: Role play situations involving concepts of happy/angry/sad/concerned/interested, etc.	2.3.6	Client will display facial expressions which go with the situation (i.e., happy--smile/angry--frown/interested--good eye contact/etc.)

2.0.0 Social Development
2.3.0 Conversational Skills

DEVELOPMENTAL

2.3.7 Makes and maintains eye contact during conversation DO: Engage in conversation with the client	2.3.7 During 5-minute conversation, client will keep eyes focused on the eyes of the other person for a majority of the time.
2.3.8 Speaks at appropriate distance DO: Engage in conversation while standing with client	2.3.8 Client will stand 2 to 3 feet away during entire conversation.
2.3.9 Speaks at appropriate speed DO: Engage in conversation with client	2.3.9 Client will speak slowly enough to be understood without strain and fast enough to be followed easily (2 to 5 syllables per second).
2.3.10 Speaks at appropriate volume DO: Engage in conversation with client	2.3.10 Client will speak at a volume which is loud enough to be heard easily at a distance of three feet and not as loud as to cause listener to step back or grimace.
2.3.11 Speaks clearly DO: Engage in conversation with client	2.3.11 Client will speak with sufficient enunciation to be understood without having to be asked by listener to repeat anything said.
2.3.12 Initiates conversation DO: Greet client with handshake and say hello. Wait for client to speak	2.3.12 Within 30 seconds, client will begin to speak to the greeter.
2.3.13 Communicates using sentences SAY: What did you do last weekend?	2.3.13 Client will answer question in at least one complete sentence.
2.3.14 Relates experience in factual manner	2.3.14 Client will verbalize events of the preceding hour without including any events that did not take place.

2.0.0 Social Development
2.3.0 Conversational Skills

DEVELOPMENTAL

2.3.15 Describes past events in logical order DO: Observe client for one hour SAY: Tell me what you did last hour, what did you do first? next? last?	2.3.15 Client will verbalize events of the preceding hour in actual order of progression.
2.3.16 Asks meaningful questions to obtain information SAY: Next week, we are going to a play/the beach/etc.	2.3.16 Client will ask questions which will prompt answers that give information appropriate to the specific situation (i.g., "What day next week?", "What time?", "Who is going?", "How much will it cost?" etc.)
2.3.17 Carries on a conversation for 10 minutes (REPORT)	2.3.17 During non-work time, client will participate both listening and speaking in a conversation for at least 10 minutes.
2.3.18 Responds appropriately to humor DO: Tell a joke or joke with the client	2.3.18 Client will respond within 5 seconds of humorous comment with laughter or smiling.
2.3.19 Uses appropriate language (REPORT)	2.3.19 During conversation with strangers in public places, client will not use swear words or discuss private or unsavory topics.
2.3.20 Engages in conversation relevant to situation (REPORT)	2.3.20 When listening to or engaging in conversations with others, client will participate verbally only with questions or information on the topic being discussed.
2.3.21 Tells jokes/story SAY: Tell me a joke or funny story. (if client cannot think of one, ask him/her to learn one and tell you the next time you see them)	2.3.21 Client will tell a joke or funny story in logical sequence without forgetting the punch-line.

2.0.0 Social Development
2.3.0 Conversational Skills

DEVELOPMENTAL

2.3.22 Participates in group discussion (REPORT)	2.3.22 During one-hour group discussion, client will verbalize relevant to the subject for at least five minutes.
2.3.23 Introduces self DO: Ask someone who is new to the client to troduce himself/herself to client SAY: Hi, my name is (John).	2.3.23 Client will respond correctly by shaking hands with the person and saying, "Hi, my name is ________."
2.3.24 Introduces others DO: After a person new to the client has introduced himself/herself: SAY: Would you introduce me to your friend?	2.3.24 Within 10 seconds, client will say: "________, I'd like you to meet (or, this is) __________."
2.3.25 Makes an appointment or a "date" with a member of the opposite sex (REPORT)	2.3.25 Client will respond correctly by suggesting the time, place and the logistics--and the activity to be shared.

END OF 2.3.0 CONVERSATIONAL SKILLS

2.0.0 Social Development
2.4.0 Sexual Awareness

DEVELOPMENTAL

Assessment Conditions	Performance Criteria
2.4.1 Identifies own sex SAY: Are you a man or a woman?	2.4.1 Client will verbalize correct answer (either "man" or "woman").
2.4.2 Identifies three people who are male MATERIAL: Group of people of both sexes SAY: Point to three men in this room.	2.4.2 Client will point to at least three males and no females.
2.4.3 Identifies three people who are female MATERIAL: Group of people of both sexes SAY: Point to three women in this room.	2.4.3 Client will point to at least three females and no males.
2.4.4 Identifies various terms for male and female SAY: a) Tell me three other words for "male." b) Tell me three other words for "female."	2.4.4 Client will verbalize a correct answer by naming at least three words from each following list: a) man, guy, fellow, dude, boy b) woman, lady, gal, chick, girl
2.4.5 Uses correct restroom (REPORT)	2.4.5 When visiting the restroom in public, client will go into the one designated for their gender.
2.4.6 Uses gender pronouns correctly (he/she, him/her, etc.) (REPORT)	2.4.6 When referring to persons of each sex, client will use the correct gender pronoun (he/she, him/her, his/hers)

DEVELOPMENTAL

2.4.7	Verbalizes correct information about male anatomy MATERIAL: Male genitalia chart SAY: Name and point to the three parts of the male sexual organs.	2.4.7	Client will name each part while pointing to it correctly on the chart. --penis --scrotum (slang terms are also acceptable responses)
2.4.8	Verbalizes correct information about female anatomy MATERIAL: Female genitalia chart SAY: Name and point to three female sexual organs.	2.4.8	Client will name at least three parts correctly while pointing to them on the chart. —vagina --uterus --ovaries --hymen --clitoris (slang terms are acceptable responses)
2.4.9	Verbalizes three slang terms for male sexual organs MATERIAL: Male genitalia chart DO: Point to each part named SAY: What is another word for penis? scrotum? testes?	2.4.9	Client will verbalize at least one slang word for each part named.
2.4.10	Verbalizes three slang words for female sexual organs MATERIAL: Female genitalia chart DO: Point to each part named SAY: What is another word for vagina? hymen? clitoris? breast?	2.4.10	Client will verbalize at least three correct slang words for parts named.

2.0.0 Social Development
2.4.0 Sexual Awareness

DEVELOPMENTAL

2.4.11 Verbalizes correct information about female sexual development SAY: Name two things that happen to a female in her sexual growth.	2.4.11 Client will verbalize at least two of the following events: --growth of pubic hair --growth of armpit hair --breasts develop --menstruation begins --hips enlarge/waist narrows --heightened feeling of sexuality (desire for sexual expression--wants to "do it.")
2.4.12 Verbalizes correct information about male sexual development SAY: Name two things that happen to a male in his sexual growth.	2.4.12 Client will verbalize at least two of the following events: --growth of facial hair --growth of pubic hair --growth of armpit hair --voice deepens --sex organs begin to enlarge --chest enlarges --heightened sexual feelings (desire for sexual expression--wants to "do it.")
2.4.13 Verbalizes correct knowledge about sexual intercourse SAY: Tell me two important things about sexual intercourse ("doing it")	2.4.13 Client will verbalize at least two of the following points: --sexual intercourse usually leads to orgasm (feels good) --sexual intercourse occurs when the erect penis is placed in the vagina --sexual intercourse, if it is to be done, must be done in private --not everyone engages in sexual intercourse (not absolutely necessary)
2.4.14 Verbalizes that sexual intercourse can lead to pregnancy SAY: How does a woman become pregnant? (be with child)	2.4.14 Client will verbalize a correct answer indicating that sexual intercourse must take place for pregnancy to occur.
2.4.15 Verbalizes various slang words for sexual intercourse SAY: What are three other words for sexual intercourse?	2.4.15 Client will verbalize at least three three correct slang words for sexual intercourse

DEVELOPMENTAL

2.4.16 Verbalizes correct information about masturbation SAY: Tell me three true things about masturbation (touching your own sex organ or other colloquial term, since masturbation may be an unfamiliar term).	2.4.16 Client will verbalize at least three of the following points: --masturbation (playing with onself) is a natural act --masturbation must be done in private --almost everybody does it --masturbation is when you give yourself sexual pleasure or relief --mentions devices that assist in masturbation (e.g., a soft cloth)
2.4.17 Verbalizes correct information about birth control SAY: a) Why do people use birth control? (not getting pregnant) b) Name three methods of birth control. c) Where can birth control devices be obtained?	2.4.17 Client will verbalize the following points: a) birth control prevents unwanted pregnancy b) three of the following: diaphragm, intrauterine device (IUD), condoms, birth control pills, sterilization, foam c) Clinics/family planning/private doctors/ stores (condoms, foam)
2.4.18 Verbalizes correct information about venereal disease (V.D.) SAY: a) What is V.D.? b) What are the symptons? c) How can it be treated?	2.4.18 Client will verbalize at least one correct answer for each question.
2.4.19 Verbalizes correct information about homosexuality SAY: What is a homosexual?	2.4.19 Client will verbalize the idea that a homosexual is a person who has a sexual preference for a person of the same sex.
2.4.20 Verbalizes acceptance of homosexuals SAY: Should homosexuals be discriminated against? Why not?	2.4.20 Client will say "no" and give at least one reason.

2.0.0 Social Development
2.4.0 Sexual Awareness

DEVELOPMENTAL

2.4.21 Verbalizes two kinds of love SAY: Name two kinds of love.	2.4.21 Client will verbalize two of the following: —brotherly love (friendship) --self-love --parental love —erotic love (produces sexual desires)
2.4.22 Verbalizes two qualities of love SAY: Name two things you could feel when you love someone.	2.4.22 Client will verbalize two of the following: trust/caring/sharing/sexual attraction/understanding or colloquialisms ("turns me on.")
2.4.23 Verbalizes correct information about dating SAY: a) Name two possible dating activities. b) When and where should sexual activity take place during dating?	2.4.23 Client will verbalize correctly: a) at least two of the following places (dinner/dancing/party/movie/watching TV at home, etc.) b) in private; only when both people agree
2.4.24 Verbalizes correct information about marriage SAY: Name two reasons for getting married.	2.4.24 Client will verbalize at least two of the following: --companionship —to have children —acceptance by society --love --security
2.4.25 Verbalizes responsibilities of married couples SAY: What are two responsibilities of married couples?	2.4.25 Client will verbalize at least two of the following: —honest communication --sharing --provide and care for children if they have them --provide and care for each other

2.0.0 Social Development
2.4.0 Sexual Awareness

DEVELOPMENTAL

2.4.26 Verbalizes information about customs relating to sex SAY: Name two sexual activities which are not generally accepted by people.	2.4.26 Client will verbalize at least two of the following activities: --rape (sex without consent) --indecent exposure --prostitution --sexual activity performed in public --sexual activity with people under 18
2.4.27 Maintains a responsible attitude concerning sexual activity (REPORT)	2.4.27 Client will demonstrate the following behavior: --engage in sexual activity in private only --participate in sexual activity only with the consent of the other person --use reliable methods of birth control --make regular appointments at clinic for pregnancy/VD checks --engage in public language which is not offensive in content

END OF 2.4.0 SEXUAL AWARENESS

2.0.0 Social Development

2.5.0 Civic Awareness and Responsibility

DEVELOPMENTAL

Assessment Conditions	Performance Criteria
2.5.1 Verbalizes information about current events SAY: Tell me some news you heard about this week from the newspaper, radio, or TV.	2.5.1 Client will verbally report at least one news item correctly which has occurred within the past week.
2.5.2 Verbalizes correct information about the United States government SAY: a) What is the name of this country? b) Who is the head of the country? c) How did he get to be the President?	2.5.2 Client will give at least one correct verbal response for each question asked: a) United States/United States of America/America b) President ______________ (must include title and name) c) Elected/ran for office/voted by the people
2.5.3 Verbalizes correct information about local government SAY: a) What city do you live in? b) What is the elected head of the city called? c) What county do you live in? d) What public places do you go which are run by the local government? ("local" means neighborhood)	2.5.3 Client will give at least one correct verbal response for each question asked: a) (correct city name) b) Mayor (name not necessary) c) (correct county name) d) Library/Adult Education classes/ workshop/swimming pool/park/etc.
2.5.4 Verbalizes correct information about laws SAY: a) What is a law? b) How is a law made?	2.5.4 Client will give at least one correct verbal response for each question asked: a) Rules you have to obey/you'll get arrested if you break it b) Voted for by lawmakers

2.0.0 Social Development

2.5.0 Civic Awareness and Responsibilities

DEVELOPMENTAL

2.5.5 Verbalizes correct information about voting SAY: a) Who can vote? b) What do you vote about? c) How do you vote? d) Why do you vote?	2.5.5 Client will give at least one correct verbal response for each question asked: a) Citizens over 18 b) Laws/President/elected officials c) Register/go down to the polls/ make marks on the ballot d) (any verbalization that contains the idea of making your opinion or wishes known)
2.5.6 Registers to vote (REPORT)	2.5.6 Client will register officially to vote in local and national elections, giving necessary information at registration booth or appropriate public place.
2.5.7 Verbalizes specific information about issues in upcoming election SAY: Who/what are you going to vote for?	2.5.7 Client will respond verbally (or show a sample voting ballot which is filled out) indicating each of his/her choices for the election issues.
2.5.8 Votes in elections (REPORT)	2.5.8 Client will go to polling place on designated day and cast ballot according to choices discussed and made previously. (Client should bring a sample personal ballot filled out with his/her own choices for model while voting).

END OF 2.5.0 CIVIC AWARENESS AND RESPONSIBILITIES

2.0.0 Social Development

2.6.0 Environmental Awareness

DEVELOPMENTAL

Assessment Conditions	Performance Criteria
2.6.1 Verbalizes information about different types of weather conditions SAY: Name 4 kinds of weather.	2.6.1 Client will make a verbal response of at least 4 of the following: --rain --clear --sleet --snow --wind --overcast --fog --smog --hail
2.6.2 Identifies present weather conditions SAY: What is the weather today?	2.6.2 Client will make a verbal response which describes present weather conditions correctly
2.6.3 Verbalizes weather report information SAY: What is the weather supposed to be like tomorrow?	2.6.3 Client will make a verbal response which names a weather condition reported in a newspaper/radio/TV
2.6.4 Reads thermometer MATERIAL: Thermometer (air) SAY: What is the temperature?	2.6.4 Client will look at thermometer and verbally report the correct reading in number of degrees (Fahrenheit or Celsius acceptable)
2.6.5 Verbalizes information about seasonal weather SAY: What is the weather usually like in a) summer? b) fall? c) winter? d) spring?	2.6.5 Client will verbalize correct answer for each season: a) clear/sunny/hot b) windy/cold/rainy c) rainy/snowy/cold d) warm/clear/sunny etc.
2.6.6 Identifies natural resources SAY: Name three natural resources. (things that are here because of Mother Nature)	2.6.6 Client will make verbal response of at least three of the following: --water --gas --wind --oil --ore --tides --trees --sun (any response that indicates a nature-provided thing)
2.6.7 Verbalizes need for conversation SAY: What can we do to save our natural resources ?	2.6.7 Client will make a correct verbal response by indicating one of the following ideas: --recycle (paper, metal, glass) --use less gas and/or electricity --take the bus instead of driving (car pools) --develop other fuel supplies (solar energy)

2.0.0 Social Development
2.6.0 Environmental Awareness

DEVELOPMENTAL

2.6.8 Differentiates between biodegradable* and non-biodegradable products MATERIAL: Plastic jar, newspaper, orange peels, detergent, biodegradable soap, plastic bags, paper bags, etc. SAY: Put all the biodegradable things over here (indicate one side of the table) and leave all the non-biodegradable things over there. (*things that would disappear eventually)	2.6.8 Client will place all the biodegradable materials on indicated side of table and leave all the non-biodegradable material (plastic, detergent) in place.
2.6.9 Practices conservation by buying and using biodegradable products (REPORT)	2.6.9 Client will purchase and use biodegradable products for cleaning and washing.
2.6.10 Practices conservation by recycling paper, cans, and glass (REPORT)	2.6.10 Client will save and take to a recycling center all empty bottles, cans, and newspapers.
2.6.11 Practices conservation associated with power use (REPORT)	2.6.11 Client will turn off lights when leaving rooms, use heat and stove sparingly, and turn off all lights and heat when leaving home.
2.6.12 Practices conservation by maintaining compost pile (REPORT)	2.6.12 If client has a garden, client will place all appropriate household garbage in separate container and dump contents into compost pile at least once a week.
2.6.13 Identifies familiar types of plants DO: Go for a walk with client. Point out various types of plants SAY: What is this? (for each one)	2.6.13 Client will verbalize correct type of plant for each plant indicated --tree --flower --bush --hedge --grass

DEVELOPMENTAL

2.6.14 Identifies specific names of plants on walks DO: Go for a walk with the client. Point out various familiar plants. SAY: What is this tree/flower called?	2.6.14 Client will correctly name three plants indicated (response is specific to environment--e.g., rose/poppy/oak/pine/redwood/apple tree, etc.)
2.6.15 Identifies familiar animals (cat, dog, horse, cow, bird) DO: Point out familiar animals on walk with client or/pictures of animals. SAY: What is that animal?	2.6.15 Client will correctly name animals indicated: --cat --dog --bird --horse --cow --pig --sheep
2.6.16 Identifies wild animals DO: Point out wild animals on walk with client or/pictures of wild animals SAY: What is that animal?	2.6.16 Client will correctly name 5 wild animals --deer --hawk --crow --skunk --ant --seagull --rabbit --bee --bear --etc. --butterfly --moth --raccoon --mockingbird
2.5.17 Identifies geographical feature in environment DO: Go for hike with client SAY: What is that called? DO: Point to geographical feature, describe it, if necessary (body of water, low place between mountains)	2.6.17 Client will correctly name 4 geographical features indicated: --ocean --river --lake --desert --shore --valley --mountain --hill --forest --etc.
2.5.18 Identifies natural sources of food SAY: Where does steak come from? apples? peas? bacon? flour? etc.	2.6.18 Client will correctly name 5 sources of food indicated: --beef --fruit trees --hogs/pigs --plant --wheat --etc.

END OF 2.6.0 ENVIRONMENTAL AWARENESS

2.0.0 Social Development

2.7.0 Dining Habits

DEVELOPMENTAL

Assessment Conditions	Performance Criteria
2.7.1 Demonstrates correct table posture (REPORT)	2.7.1 Client will sit at table with back straight, elbows off the table, and face at least one foot from plate.
2.7.2 Demonstrates proper use of utensils MATERIAL: fork, spoon, knife DO: Observe client while eating a meal	2.7.2 Client will correctly perform each of the following tasks: --use spoon to scoop food and place in mouth without spillage —spear bite-sized solid food with fork and bring to mouth without dropping food —spread butter or margarine on bread with knife --cut solid food into bite-sized pieces using knife and fork
2.7.3 Demonstrates proper use of cup or glass MATERIAL: Cup or glass; pitcher filled SAY: a) Pour yourself a glass (cup) of punch. b) Carry your glass (cup) over here (indicate area at least ten feet away) c) Drink your punch.	2.7.3 Client will correctly perform each of the following tasks: a) Hold glass (cup) with one hand, pour liquid from pitcher without spilling, filling the glass (cup) at least 3/4 full b) Carry the glass (cup) ten feet without spilling c) Holding the glass with one hand, drink the punch without spilling.
2.7.4 Uses napkin correctly (REPORT)	2.7.4 Client will place napkin neatly on lap before beginning to eat, keep the napkin on lap throughout the meal except when necessary to use it to wipe his/her face or fingers.
2.7.5 Requests politely that others pass (REPORT)	2.7.5 When desired food (butter, salt, serving dish) is closer to another person at table, client will: —not reach across the table or another's plate to reach food --say "Pass the ________ please."

2.0.0 Social Development

2.7.0 Dining Habits

DEVELOPMENTAL

2.7.6	Passes food to others properly DO: Eat a meal with the client SAY: Please pass the (salt).	2.7.6	Client will pass the salt within one minute of request by handing it directly to the teacher, not reaching across any other person's plate.
2.7.7	Takes proper sized portions of food MATERIAL: Pie DO: After dinner with a client and others, bring a pie to the table. Hand the pie to the client. SAY: Please take some pie for yourself and then pass it on to the others.	2.7.7	When offered a piece of piece, client will take only one piece, leaving enough for equal portions for each other person at the table.
2.7.8	Takes proper sized bites (REPORT)	2.7.8	Client will take onto the spoon or fork portions of food which can be easily placed in his/her mouth and chewed comfortably with mouth closed.
2.7.9	Chews food thoroughly with mouth closed (REPORT)	2.7.9	During a meal, client will keep mouth closed while chewing each bite of solid food a minimum of 10 times before swallowing.
2.7.10	Engages in appropriate conversation during meal (REPORT)	2.7.10	During a meal, client will engage in conversation which is: --not unpleasant in content --not using swear words or other inappropriate "table talk" --of appropriate volume

2.0.0 Social Development
2.7.0 Dining Habits

DEVELOPMENTAL

2.7.11 Uses spices and condiments properly (REPORT)	2.7.11 Client will use spices and condiments to own taste with proper shaking, pouring or spreading skills necessary to prevent spillage onto table, self, or other food on the plate.
2.7.12 Finishes meal before leaving table (REPORT)	2.7.12 Client will eat all food desired before getting up from the table and, once up, will not come back to the table for more food or dessert.
2.7.13 Eats meal in appropriate amount of time (REPORT)	2.7.13 Client will finish eating dinner in not less than 15 minutes and no more than 45 minutes.
2.7.14 Takes balanced and complete meal when variety is offered (REPORT)	2.7.14 At restaurant, take-out stand or meal at home, where variety of food is available, client will select protein, vegetable, starch, beverage, and dessert and will not select dessert only or starch only.
2.7.15 Orders and eats food from takeout restaurant (REPORT)	2.7.15 Client will: --go to take out restaurant --examine menu (menu could be read to client) --select one or more items on menu --order food items from waitress --pay for items with enough money --take food home or eat it there
2.7.16 Orders and eats meals in public restaurant (REPORT)	2.7.16 Client will: --go to public restaurant --sit politely at table --examine menu (menu could be read to client)

DEVELOPMENTAL

(2.7.16 continued)

- select one or more food items on menu
- verbalize choices to waitress
- eat meal using appropriate table manners
- leave tip and push in chair when finished
- pay for bill with sufficient money to cover cost of meal
- place change in wallet
- thank cashier and waitress and depart

END OF 2.7.0 DINING HABITS

3.0.0 Household Management

3.1.0 Kitchen Maintenance

DEVELOPMENTAL

Assessment Conditions	Performance Criteria
3.1.1 Empties garbage MATERIAL: Full garbage container SAY: Empty the garbage.	3.1.1 Client will pick up kitchen garbage container and carry it, without spilling, to appropriate trash container, empty garbage into trash, and return empty container to proper storage area in kitchen. (If appropriate for client's environment, client will separate garbage for recycling--paper, compost, glass, metal, plastic--and empty each kind of trash into designated containers.)
3.1.2 Sweeps floor MATERIAL: Broom, dust pan SAY: Show me how you sweep the floor.	3.1.2 Client will: --manipulate broom correctly over entire surface of floor --collect all dust and debris in a pile --sweep debris into dust pan --empty debris into trash container --return broom and dust pan to proper storage area
3.1.3 Mops floor MATERIAL: Mop, cleaner, bucket, water SAY: Show me how to mop this floor.	3.1.3 Client will correctly perform each of the following tasks: --fill basket with appropriate quantity of warm water and cleaner --dip mop correctly into bucket --scrub floor correctly with wet mop, leaving a clean surface --rinse mop in clean water each time --scrub entire kitchen floor with mop --rinse mop and empty bucket in sink --put away supplies in correct storage area
3.1.4 Waxes floor MATERIAL: Mop, wax SAY: Show me how to wax this floor.	3.1.4 Client will use mop and wax correctly on entire surface of clean floor, and will wait for wax to dry before walking on floor.

3.0.0 Household Management

3.1.0 Kitchen Maintenance

DEVELOPMENTAL

3.1.5 Washes and rinses dishes MATERIALS: Dirty dishes, sink, dish soap, dish cloth or scrubber, dish drainer SAY: Wash the dishes please.	3.1.5 Client will correctly perform each of the following tasks: --prepare warm dishwater --add correct amount of dish soap --scrub each dish until clean --rinse each dish thoroughly with hot water --place washed and rinsed dish carefully in dish rack
3.1.6 Dries dishes MATERIAL: Washed dishes in dish drainer, dish towel SAY: Please dry these dishes.	3.1.6 Client will dry each dish thoroughly with dish towel.
3.1.7 Operates dishwasher correctly MATERIAL: Dirty dishes, dishwasher, dishwasher soap SAY: Put the dirty dishes in the dishwasher.	3.1.7 Client will correctly perform each of the following tasks: --rinse dirty dishes --place dishes carefully in dishwasher racks in appropriate area for each kind of dish --add correct amount of dishwasher soap in correct place --close dishwasher securely --turn on dishwasher
3.1.8 Sorts and puts away utensils MATERIAL: Clean silverware and utensils SAY: Put away the utensils.	3.1.8 Client will: --sort each kind of utensil into separate piles --open appropriate drawers --place each kind of utensil in correct drawer
3.1.9 Puts away dishes MATERIAL: Clean dishes in dishwasher or dish drainer SAY: Put away the dishes.	3.1.9 Client will: --sort dishes into stacks (cups, glasses, plates, pots, etc.) —place each kind of dish carefully in correct storage area of kitchen

3.0.0 Household Management

3.1.0 Kitchen Maintenance

DEVELOPMENTAL

3.1.10 Cleans sinks MATERIAL: Dirty sink, cleanser, sponge SAY: Clean the sink.	3.1.10 When dishes have been washed and rinsed, client will: --clear sink of garbage to empty into garbage pail --shake correct amount of cleanser into sink --scrub entire sink with wet sponge --rinse sink and sponge
3.1.11 Clears and wipes counter MATERIAL: Messy kitchen counter, sponge SAY: Clear off and wipe the counter.	3.1.11 Client will: --clear counter by putting away food, dishes, garbage --wipe entire counter area with soapy wet sponge until counter is free of food and stains
3.1.12 Wipes appliance surfaces MATERIAL: Sponge SAY: Wipe off the refrigerator, stove, etc.	3.1.12 Client will use wet sponge to wipe all appliance surfaces free of stains, fingerprints, and will rinse sponge in sink.
3.1.13 Cleans stove/oven MATERIAL: Rubber gloves, oven cleaner, dirty stove, sponge SAY: Use these supplies to clean the stove.	3.1.13 Client will: --put on rubber gloves --apply oven cleaner to walls of oven, racks, burner racks --wait appropriate amount of time for cleaner to work --wipe off cleaner from stove surface --rinse surfaces with clean water or rinsed sponge
3.1.14 Cleans refrigerator MATERIAL: Dish soap, sponge, refrigerator SAY: Clean out the refrigerator.	3.1.14 Client will: --defrost refrigerator if necessary --take out contents of refrigerator --throw away spoiled food --prepare dishwater with soap --use sponge and dishwater to wipe inside surfaces of refrigerator

DEVELOPMENTAL

3.1.15 Operates garbage disposal MATERIAL: Garbage, garbage disposal SAY: Show me how to use the garbage disposal.	3.1.15 Client will: --check to be sure garbage disposal is off --shove appropriate garbage into garbage disposal not putting hand or utensil all the way into disposal --safety cap placed properly --turn on water into sink --check to be sure no utensils or persons are near the disposal --turn on disposal until garbage is thoroughly ground --turn off disposal --turn off water immediately
3.1.16 Maintains clean kitchen DO: a) Post checklist of kitchen maintenance in kitchen b) Make a regular weekly inspection of client's kitchen c) Check all items completed on list at time of inspection	3.1.16 Client's kitchen will receive 7 out of 9 possible checks: --not full garbage --clean floor --dishes washed --dishes put away in proper place --clean sink --clean/clear counter --clean appliance surfaces --clean refrigerator and stove interior --clean windows --return all cleaning materials to proper storage area

END OF 3.1.0 KITCHEN MAINTENANCE

3.0.0 Household Management

3.2.0 Bedroom Maintenance

DEVELOPMENTAL

	Assessment Conditions		Performance Criteria
3.2.1	Identifies articles needed to make bed MATERIALS: Flat sheet, fitted sheet, pillowcase, mattress pad, bedspread, blanket, towels, wash cloth, tablecloth, dishtowel, curtain, etc. DO: Indicate pile of various types of linen SAY: Get all the things you need to make the bed.	3.2.1	Client will select all those articles needed to make the bed and will not select articles inappropriate for bed making.
3.2.2	Selects correct linen for size of bed MATERIALS: Set of double bed sheets, set of single bed sheets DO: Go with client to bedroom with one single or double bed. Indicate the two sets of sheets SAY: Which sheets fit this bed?	3.2.2	Client will examine both sets of sheets and select a top and bottom sheet to fit the bed indicated.
3.2.3	Makes bed correctly MATERIAL: Unmade bed, flat sheet, fitted sheet, pillow, pillow case, mattress pad, bedspread, blanket SAY: Show me how you make a bed.	3.2.3	Client will correctly make a bed on request, placing: --mattress pad correctly on bed --fitted sheet correctly on bed --flat sheet correctly tucked in on bed --blanket on bed correctly tucked in --pillow case on pillow --bedspread correctly on bed
3.2.4	Identifies need for linen change MATERIAL: a) Bed made up with clean sheet b) Bed made up with soiled sheet DO: a) Show client bed with clean sheets b) Show client bed with soiled sheet For each event SAY: Does this bed need to have the linen changed?	3.2.4	Client will examine sheets on each bed and make a correct verbal response: a) "no" (indicating clean sheets) b) "yes" (indicating soiled sheets)

3.0.0 Household Management
3.2.0 Bedroom Maintenance

DEVELOPMENTAL

3.2.5	Empties wastebasket MATERIAL: Full wastebasket SAY: a) Does this wastebasket need to be emptied? b) Empty it please.	3.2.5	Client will: a) Make a correct verbal response of "yes" (indicating full wastebasket) b) pick up full wastebasket, carry it without spilling to designated trash container, empty contents of basket, return empty basket to original place
3.2.6	Hangs up appropriate clothing MATERIAL: Pile of assorted clothing (pants, shirt, coat, sweater, scarf, hat, gloves, etc.), hangers SAY: Hang up your clothes.	3.2.6	Client will hang up those articles of clothing that are appropriate for hanging in closet (coat, shirt, blouse, dress)
3.2.7	Pleaces appropriate clothing neatly in drawers MATERIAL: Pile of assorted clothing (pants, shirt, coat, sweater, scarf, underwear, hat, gloves, etc.) SAY: Put your clothing away in your dresser drawers.	3.2.7	Client will select those items which belong in drawers, fold them neatly, place in drawer, and close drawer (scarf, underwear, sweater, gloves, etc.)
3.2.8	Maintains clean/neat bedroom DO: a) Post checklist on bedroom maintenance in bedroom b) Make regular weekly inspection of client's bedroom c) Check all items completed on list at time of inspection	3.2.8	Client's bedroom will receive 8 out of 11 possible checks: --not full wastebasket --neat beaureau, tables —dusted bureau, tables —bed made --clean linen --clothing put away neatly (closet, bureau) --shoes in closet --dirty clothes in hamper —clear floor) --floor vacuumed or swept --all cleaning materials returned to storage area --clean windows/mirrors

END OF 3.2.0 BEDROOM MAINTENANCE

3.0.0 Household Management
3.3.0 Livingroom Maintenance

DEVELOPMENTAL

Assessment Conditions	Performance Criteria
3.3.1 Vacuums rug MATERIAL: Vacuum cleaner SAY: Show me how you vacuum the rug.	3.3.1 Client will: --check vacuum bag and change correctly if full --attach correct vacuum attachments for the job --plug in and turn on the vacuum cleaner --manipulate vacuum cleaner correctly over entire surface of rug until rug is free of dust, hair, and debris --turn off vacuum cleaner and store in proper place
3.3.2 Dusts furniture MATERIAL: Dust rag SAY: Show me how you dust the furniture.	3.3.2 Client will: --dampen or spray dust rag --run dust rag carefully over each piece of furniture in the room until all surfaces are free of dust --rinse or shake out dust rag and hang to dry in correct place
3.3.3 Polishes furniture MATERIAL: Clean dust rag, furniture polish SAY: Show me how you polish the furniture.	3.3.3 Client will apply correct amount of polish and run the dust rag thoroughly over each piece of furniture in the room leaving a glossy surface free of dust or excess polish
3.3.4 Empties ashtrays MATERIAL: Several full ashtrays in the room, trash can, sponge SAY: Empty the ashtrays.	3.3.4 Client will: --pick up full ashtrays --carry them, without spilling, to trash container --empty contents into trash --wipe ashtrays with damp sponge under faucet --or/wash ashtrays if needed --dry ashtrays --return clean ashtrays to original place in room

3.0.0 Household Management
3.3.0 Livingroom Maintenance

DEVELOPMENTAL

3.3.5 Clears couch, chairs, tables of trash and magazines MATERIAL: Couch, chair, magazines, trash, etc. SAY: Clear off the couch, chair, table.	3.3.5 Client will pick up all trash and extraneous items (magazines, newspapers, books, records, etc.) from room, throw away the trash and put extraneous items away in proper storage area.
3.3.6 Cleans windows and mirrors MATERIAL: Window cleaner, clean rag or paper towels, newspaper, vinegar/water SAY: Clean the windows, please.	3.3.6 Client will: --apply correct amount of window cleaner to windows and mirror --rub surface with rag or paper towel until it is clean and dry --clean both sides of the windows in the room if possible
3.3.7 Maintains clean/neat living room DO: a) Post checklist of living room maintenance in living room b) Make a regularly scheduled weekly inspection of client's living room c) Check all items completed on list at time of inspection	3.3.7 Client's living room will receive 6 out of 8 possible checks: --clear floor (no paper, scraps, magazines, etc.) --clean rug --cleared tables, couch, chairs --empty ashtrays --dusted and polished furniture --clean windows and mirrors --books, records put away --cleaning materials p[illegible] away in proper storage area

END OF 3.3.0 LIVING ROOM MAINTENANCE

3.0.0 Household Management
3.4.0 Bathroom Maintenance

DEVELOPMENTAL

Assessment Conditions	Performance Criteria
3.4.1 Cleans bathtub/shower MATERIAL: Sponge, cleanser SAY: Clean the bathtub/shower, please.	3.4.1 Client will: --apply correct amount of cleanser to bottom and sides of tub or shower --scrub all surfaces of tub or shower including faucet and handles until surface is clean --apply more cleanser where necessary --rinse sponge and scrubbed areas thoroughly --return sponge and cleanser to proper storage area
3.4.2 Cleans toilet MATERIAL: Toilet brush, sponge, cleanser or toilet cleaner SAY: Clean the toilet, please.	3.4.2 Client will: --apply correct amount of cleansing agent to sides and water in toilet --wait correct amount of time (at least 5 minutes) for cleanser to work --scrub all inside surfaces of toilet with brush --flush toilet --wipe outer surfaces of toilet with damp sponge --return all supplies to proper storage area
3.4.3 Hangs clean towels and washcloths neatly MATERIAL: Dirty towels on rack, clean towels in linen closet SAY: Show me how to place clean towels in the bathroom.	3.4.3 Client will: --remove dirty towels and washcloths --place them in laundry hamper --select correct number of clean towels and washcloths from linen closet --hang clean towels and washcloths neatly on bathroom towel racks

3.0.0 Household Management
3.4.0 Bathroom Maintenance

DEVELOPMENTAL

3.4.4 Replaces bathroom supplies when needed SAY: a) Do you have enough supplies in your bathroom to last you a week? b) What supplies do you need to get more of? c) Let's go get those supplies now.	3.4.4 Client will respond correctly to each question by: a) Examining bathroom for toilet paper/soap/shampoo/toothpaste/dental floss/etc. and will verbalize an answer of "no" if any necessary item is running low; "yes" if supplies are sufficient for one week's use. b) If answer to (a) is "no," client will verbalize the name of each item which needs to be replaced. c) Client will go to store and purchase those needed supplies, storing them in the correct area in the bathroom.
3.4.5 Maintains clean, neat bathroom DO: a) Post checklist of bathroom maintenance in bathroom b) Make regularly scheduled weekly inspection of client's bathroom c) Check all items completed on list at time of inspection?	3.4.5 Client's bathroom will receive out of 10 possible checks: --clean toilet --empty wastebasket --clean shower/tub --clean counter --clean sink --clean mirror —clean floor --clean towels and washcloths neatly hung up on racks —sufficient bathroom supplies (toilet paper/soap/shampoo/toothpaste/etc.) —cleaning materials put away in correct storage area

END OF 3.4.0 BATHROOM MAINTENANCE

3.0.0 Household Management
3.5.0 Outdoor Maintenance

DEVELOPMENTAL

Assessment Conditions	Performance Criteria
3.5.1 Identifies common gardening tools MATERIAL: Rake, mower, hose, sprinkler, hedge clipper DO: Take client to tool storage area SAY: Where is the rake? mower? hose? sprinkler? hedge clipper?	3.5.1 Client will point to correct tool for each tool named.
3.5.2 Waters lawn/plants with hand held hose MATERIAL: Garden hose with nozzle SAY: Show me how you water with the hose.	3.5.2 Client will: --attach nozzle to hose securely --hold nozzle away from self and others --turn on faucet to correct pressure --adjust nozzle to spray gently --aim spray over lawn and all plants until all areas have been sufficiently watered --turn off water --store hose properly in proper area
3.5.3 Waters lawn/plants with sprinkler MATERIAL: Garden hose/sprinkler attachment SAY: Show me how you water with the sprinkler.	3.5.3 Client will: --uncoil hose and take to appropriate area in center of yard --attach sprinkler securely to hose --place sprinkler securely in center of yard --turn on faucet to sufficient pressure to cover greatest area --leave sprinkler on for sufficient time to water entire area thoroughly (1/2 hour) --move sprinkler to dry area if necessary --return hose and sprinkler to proper storage area
3.5.4 Cuts lawn with hand mower MATERIAL: Hand mower SAY: Show me how you mow the lawn.	3.5.4 Client will: --push mower correctly over entire lawn area --remove grass catcher --place grass clippings in trash container --return mower to proper storage area

DEVELOPMENTAL

3.5.5 Cuts lawn with power mower MATERIAL: Power mower SAY: Show me how you mow the lawn.	3.5.5 Client will: --start mower correctly --stay clear of blades while mower is on --push mower correctly over entire lawn area --remove grass catcher from mower --dispose of grass clippings in trash container
3.5.6 Rakes lawn MATERIAL: Rake SAY: Show me how you rake the lawn.	3.5.6 Client will: --manipulate rake properly to move all leaves, loose grass, and debris into one pile in center of yard --dispose of debris correctly --return rake to proper storage area
3.5.7 Trims hedges/shrubs MATERIAL: Hedge clipper SAY: Show me how to trim the hedge/ bush.	3.5.7 Client will manipulate hedge clippers correctly to remove enough foilage from shrub to make contour of shrub even and will return clippers to proper storage area when finished.
3.5.8 Puts trash container out for garbage collection MATERIAL: Trash can SAY: (on garbage collection day) Please take the trash out for the garbage man.	3.5.8 Client will: --pick up trash container from usual storage space --carry (or drag) trash container to front of house --place trash container in correct area for trash collection
3.5.9 Hoses down/sweeps porch, driveway, sidewalk MATERIAL: Garden hose with nozzle, broom SAY: Clear the driveway, sidewalk, and porch of leaves and trash.	3.5.9 Client will correctly manipulate the hose or the broom across the entire outdoor concrete surface until the area is entirely free of leaves and trash

END OF 3.5.0 OUTDOOR MAINTENANCE

3.0.0 Household Management
3.6.0 Simple Household Repairs

DEVELOPMENTAL

Assessment Conditions	Performance Criteria
3.6.1 Demonstrates proper use of common household tools MATERIAL: Screwdriver, hammer, flashlight, saw, scissors, piece of wood, screw, nail, paper DO: Place all materials on table or take client to tool drawer SAY: Show me how to use the a) screwdriver b) hammer c) saw d) flashlight e) scissors.	3.6.1 Client will manipulate each tool correctly to: a) Drive screw all the way into the piece of wood b) Drive a nail all the way into the piece of wood c) Saw off one end of the piece of wood d) turn the flashlight on, aim it at a specified object, and turn it off again e) cut the paper across with the scissors (each of these tasks should be accomplished without injury or damage)
3.6.2 Hangs picture MATERIAL: Nail or wall hanger, wire, screws, framed picture SAY: Please hang this picture on a wall.	3.6.2 Client will: --attach screws to each side of back of picture --attach wire correctly to screws --nail tack or wall hanger in proper place --hang picture from nail so it is straight
3.6.3 Replaces light bulbs MATERIAL: Lamp with burned out bulb, light bulb in drawer DO: Turn on the lamp SAY: Show me how to fix this bulb.	3.6.3 Client will: --check to be sure lamp is plugged in --turn lamp off --remove faulty light bulb --throw bulb away in trash --find new bulb in drawer --screw new bulb into lamp (no forcing) --turn on lamp
3.6.4 Unclogs sink/toilet with plunger MATERIAL: Sink, plunger, toilet SAY: If this toilet/sink were clogged, show me how you would try to fix it.	3.6.4 Client will place plunger directly over drain for both toilet and sink and push vigorously up and down at least 5 times for each.

3.0.0 Household Management

3.6.0 Simple Household Repairs

DEVELOPMENTAL

3.6.5 Unclogs sink with "drano" or lye MATERIAL: Sink, "drano" or lye SAY: If this sink were clogged, show me how you should try to fix it.	3.6.5 Client will follow directions on package carefully, observing all safety procedures and waiting appropriate amount of time before rinsing compound down the sink.
3.6.6 Paints indoor walls and molding MATERIAL: Brush, roller, tray, latex, enamel, newspapers/ room which needs painting SAY: Show me how you paint this room.	3.6.6 Client will: --select correct paint for job (flat latex for walls/enamel for molding) --cover or move furniture; cover floor with newspaper --open and stir paint --apply paint correctly to brush or roller —apply paint smoothly to surface with brush or roller with minimum of dripping --wait for paint to dry --cover with second coat of paint if necessary --clean up and return supplies to proper storage area
3.6.7 Paints furniture MATERIAL: Paint, brush, rag/ piece of furniture which needs painting, sandpaper SAY: Show me how you paint this chair/table/etc.	3.6.7 Client will: --use sandpaper properly to remove rough edges and old paint chips --wipe sanded surface clean with rag --cover floor under furniture with newspaper —prepare paint --apply paint with brush smoothly over entire area to be painted --wait for paint to dry --cover with second coat if needed --clean up and return supplies to proper storage area

DEVELOPMENTAL

3.6.8 Replaces fuse MATERIAL: Fuse box, new fuse and flashlight in drawer SAY: If a fuse in this house burned out and the lights went off, how would you fix it?	3.6.8 Client will: --go to proper drawer and locate flashlight and fuse --take fuse to proper location of fuse box, using flashlight —open fuse box --change power switch from ON to OFF --remove burned-out fuse and replace with new fuse --change power switch back to ON --close box and return flashlight to drawer --throw old fuse in trash
3.6.9 Corrects circuit breaker overload MATERIAL: home with circuit breakers, several appliances plugged in, flashlight (if needed) SAY: What would you do if you had several things plugged in and the lights went out in that room?	3.6.9 Client will: --unplug all appliances and turn light switches to off --wait for power to come back on (if automatic) --if not automatic, locate flashlight and circuit breaker box --turn circuit switch to OFF, then to ON

END OF 3.6.0 SIMPLE HOUSEHOLD REPAIRS

3.0.0 Household Management

3.7.0 General Shopping

DEVELOPMENTAL

	Assessment Conditions		Performance Criteria
3.7.1	Expresses need for new items SAY: Is there anything you need to buy at the store?	3.7.1	Client will verbalize name of non-luxury item (clothing, household supplies, groceries, personal supplies)
3.7.2	Buys simple items (about $1) (REPORT)	3.7.2	Client will select and pay for item priced about $1.00 at store
3.7.3	Buys more expensive item (over $5) (REPORT)	3.7.3	client will select and pay for item at store priced at more than $5.00.
3.7.4	Shops with supervision for simple items (REPORT)	3.7.4	Client will: —independently pick out needed item --take item to cash register --indicate need for assistance in paying for item --receive assistance in paying for item --pick up bagged item --thank checker and depart
3.7.5	Shops independently for simple items (REPORT)	3.7.5	Client will independently: --select needed item --take item to cash register --pay for item with sufficent money to cover cost --put change in wallet --pick up bagged item --thank cashier and depart
3.7.6	Requests assistance from salesperson when needed (REPORT)	3.7.6	Client will: --locate salesperson --verbalize his/her need --thank salesperson for assistance
3.7.7	Demonstrates knowledge of own clothing sizes	3.7.7	Client will verbalize correct sizes of various type of garments

3.0.0 Household Management
3.7.0 General Shopping

DEVELOPMENTAL

3.7.8 Buys own clothes (REPORT)	3.7.8 Client will: --express need for new clothes --go to appropriate store to purchase clothing --select clothing item in proper size --try clothing on for proper fit --pay for clothing
3.7.9 Shops for bargains DO: Go with client to store. Indicate needed item with many brands and prices (socks, toilet paper, cookies, etc.) SAY: Which brand are you going to buy?	3.7.9 Client will select brand which is on sale or which is priced the lowest of entire group of comparable items.
3.7.10 Verbalizes correct information about types of stores SAY: What kind of store would you go to for food? clothes? shoes? nails? shampoo? wine? donuts? medicine? dog food? etc.	3.7.10 Client will verbalize name of at least three different kinds of stores where specific items could be purchased (grocery, hardware, bakery, shoe store, drug store, discount store, liquor store) (accept names of local stores such as Safeway, Payless, Rexall, etc.)
3.7.11 Makes minor purchases in specialized store (bakery, hardware, etc.) (REPORT)	3.7.11 Client will select and pay for needed item at a specialized store (bakery, shoe store, liquor store, florist, etc.) rather than going to a variety store, grocery store, or department store for item.
3.7.12 Shops at three different kinds of local stores (REPORT)	3.7.12 Client will make purchases at three different local stores.

3.0.0 Household Management
3.7.0 General Shopping

DEVELOPMENTAL

3.7.13 Exchanges items (REPORT)	3.7.13 Client will: --present sales slip --bring unused item to salesperson --verbalize desire to exchange item --select new item and present it to the clerk --pay difference or take refund --thank clerk and depart
3.7.14 Exhibits appropriate behavior in stores (low profile) (REPORT)	3.7.14 When inside a store, client will: --speak with quiet voice --thank sales personnel for any assistance given --walk carefully in aisles --push cart without running into persons or merchandise --use proper language
3.7.15 Locates products in different areas of store DO: Go with client to familiar local variety or grocery store SAY: Go get some toilet paper/oranges/pencils/etc. DO: Ask separately for 5 different items which are available in the store and familiar to the client.	3.7.15 Client will locate and place in shopping cart each of 5 items located in different areas of a familiar store
3.7.16 Purchases items appropriate to need (REPORT)	3.7.16 Client will verbalize desire for items needed, and will purchase appropriate amount of items which can be used appropriately by client.
3.7.17 Stays within limits of budget (REPORT)	3.7.17 Client will not overdraw savings or checking account and will not need to borrow money to get through each month for three successive months.

END OF 3.7.0 GENERAL SHOPPING

3.0.0 Household Management

3.8.0 Grocery Shopping

DEVELOPMENTAL

Assessment Conditions	Performance Criteria
3.8.1 Indicates need for specific items before going grocery shopping SAY: What do you need to get at the grocery store today?	3.8.1 Client will verbalize name of each item needed for: dinner/lunch/breakfast/staples/general household supplies
3.8.2 Makes shopping list MATERIAL: Paper and pencil, pictures of a variety of grocery items, envelope SAY: Make a shopping list of all those things you need to buy at the grocery store. (encourage this on a sequential basis -- the final list is result of daily inspection)	3.8.2 Client will correctly complete one of the following tasks: --write name of each needed item on piece of paper --verbalize name of each needed item while someone else writes names or draws pictures of items on piece of paper --select pictures of needed items from box of possible items and place pictures in the envelope
3.8.3 Uses shopping cart properly (REPORT)	3.8.3 Client will: --locate cart and remove from line of carts (chooses a well operating cart) --push cart slowly through store without bumping against other persons or merchandise --not stand, sit, or ride in cart --place selected items carefully in cart --push cart into correct area at checkstand --push cart (if necessary) to outside car --unload cart --return cart to front of store or designated area of parking lot
3.8.4 Selects items on shopping list MATERIAL: Shopping list or set of pictures selected by client DO: Go to store with client	3.8.4 Client will select all items on shopping list and place in grocery cart.

3.0.0 Household Management
3.8.0 Grocery Shopping

DEVELOPMENTAL

3.8.5 Buys fresh and seasonal foods (REPORT)	3.8.5 Client will buy fruit and vegetables (when available) which are: —not bruised or overripe --not canned or frozen
3.8.6 Buys healthful food (or at least shows an awareness of this dimension) (REPORT)	3.8.6 Client will (when possible) buy food items containing little or no preservatives, additives, or artificial flavor or color (i.e., will choose bread without preservatives over bread with preservatives)
3.8.7 Buys varied foods (REPORT)	3.8.7 During one week, client will plan five different menus for dinner and will purchase food at grocery store according to plan.
3.8.8 Shops for food for several days (REPORT)	3.8.8 During one month, client will purchase food at grocery store no more than 3 times each week.
3.8.9 Buys appropriate quantity of perishable food for need (REPORT)	3.8.9 Client will use all perishable items before they spoil.
3.8.10 Verbalizes correct knowledge of places to buy food other than grocery store SAY: If you didn't go to a grocery store, where could you buy vegetables? meat? wine? cheese? bread? candy?	3.8.10 Client will verbalize correct answers including at least 4 different kinds of stores other than grocery store. Possible answers include: --quick service store (e.g., 7-11) --meat market --bakery --"dime" store --gourmet store --liquor store —fruit stand --drug store

END OF 3.8.0 GROCERY SHOPPING

3.0.0 Household Maintenance
3.9.0 Meal Planning

DEVELOPMENTAL

	Assessment Conditions		Performance Criteria
3.9.1	Verbalizes correct information about need for proper nutrition SAY: a) Tell me two reasons why proper nutrition is important. b) What foods contain little or no nutritional value?	3.9.1	a) Client will verbalize a reference to 2 of the following: --body strength --resistance to illness --physical appearance --emotional well-being --body energy b) Client will verbalize a reference to 1 of the following: --"junk" foods --candy --soda pop
3.9.2	Verbalizes correct information about proper weight control SAY: What are 2 ways to maintain proper weight?	3.9.2	Client will verbalize a reference to 2 of the following: --eat balanced meals (from 4 food groups) --don't eat when you are full --don't skip meals and then overeat --don't eat between meals --avoid "junk" foods --avoid high calorie foods
3.9.3	Identifies the four food groups by name SAY: What are the four food groups?	3.9.3	Client will verbalize correct answer of all four food groups: --meat/poultry/fish --fruits and vegetable --dairy products --grains and cereals
3.9.4	Verbalizes correct information about the meat/poultry/fish food group SAY: Name 5 foods in this meat/poultry/fish food group. Alternative: Use pictorial food file containing pictures of food from all 4 food groups and request client to select 5 items in the meat/poultry/fish group.	3.9.4	Client will verbalize 5 of the following: --steak --hot dogs --hamburger --sole --ham --crab --halibut --turkey --pork --lamb --roast beef --chicken --etc.

3.0.0 Household Management

3.9.0 Meal Planning

DEVELOPMENTAL

<table>
<tr>
<td>3.9.5 Verbalizes correct information about the fruits and vegetable food group

SAY: Name 5 foods in the fruit and vegetable food group.

Alternative: Use pictorial food file containing pictures of food from all 4 food groups and request client to select 5 items in the fruit and vegetable group</td>
<td>3.9.5 Client will verbalize 5 of the following:

—oranges
--pears
--applies
—melons
--tomatoes
--peaches
--broccoli
—peas
—artichokes
—asparagus
—Brussels sprouts
--squash
--etc.</td>
</tr>
<tr>
<td>3.9.6 Verbalizes correct information about dairy product food group

SAY: Name 5 foods in the dairy products food group.

Alternative: Use pictorial food file containing pictures of food from all 4 food groups and request client to select 5 items in the dairy products food group.</td>
<td>3.9.6 Client will verbalize 5 of the following:

--milk
--eggs
—cheese
—ice cream
—butter
--yogurt
—cottage cheese
—sour cream
--buttermilk
--etc.</td>
</tr>
<tr>
<td>3.9.7 Verbalizes correct information about the grains and cereals food group

SAY: Name 5 foods in the grains and cereals food group.

Alternative: Use pictorial food file containing pictures of food from all 4 food groups and request client to select 5 items in the grains and cereals food group.</td>
<td>3.9.7 Client will verbalize 5 of the following:

--flour
--rice
--barley
—noodles
—macaroni
--oatmeal
—bread
—dry cereal
--etc.</td>
</tr>
<tr>
<td>3.9.8 Plans two meals using the 4 food group correctly

MATERIAL: Blank menu sheet, pencil, pictorial food file (containing foods from all 4 food groups)

SAY: Plan two meals.</td>
<td>3.9.8 Client will select file cards representing food for two meals. Selection will include two different foods from each of the 4 food groups.
Example:
<table>
<tr><th>Food Group</th><th>Meal A</th><th>Meal B</th></tr>
<tr><td>1</td><td>Hamburger</td><td>Pork chops</td></tr>
<tr><td>2</td><td>Salad with tomatoes</td><td>green beans</td></tr>
<tr><td>3</td><td>Cottage cheese</td><td>milk</td></tr>
<tr><td>4</td><td>Hamburger bun</td><td>rice</td></tr>
</table>
Client with writing and reading skills will fill in blank menu sheet with names of foods selected for each meal.</td>
</tr>
</table>

DEVELOPMENTAL

3.9.9 Names types of food eaten at each meal MATERIAL: Pictorial food file (This should be very complete for later use, too.) SAY: Find three pictures of food eaten at breakfast/at lunch/at dinner.	3.9.9 Client will select three pictures for each meal which represent correctly food eaten specifically at meal.
3.9.10 Verbalizes correct information about cost of food SAY: a) Name 2 expensive foods. b) How can you save money on food?	3.9.10 Client will verbalize 2 correct answers to each questions by referring to the following: a) meat, steak, high sugar food (candy, coke, cookies), vegetables and fruit not in season. b) Shop at large supermarkets --look for "Specials" and coupons --buy vegetables and fruit in season --substitute beans, cheese sometimes for meat --buy large quantities (cheaper in bulk) of non-perishable items
3.9.11 Utilizes "available" foods in planning meal MATERIAL: List of 4 or 5 items already in client's kitchen (leftovers, staples). May be hypothetical list. SAY: These are some foods you already have in your kitchen (name foods). Plan a meal using these foods and other foods.	3.9.11 Client will verbalize the name of a dish or dishes which could be prepared using the "available" foods listed and will also list any extra ingredients not "available" in kitchen which must be purchased at grocery store. Example: If lettuce, onions, cheese, and hamburger are available, tacos could be made if tortillas and tomatoes were purchased.
3.9.12 Verbalizes correct information about planning meals according to amount of time available for preparation SAY: a) Name two reasons for needing to cook a meal quickly. b) Name two meals which could be planned for a quick meal.	3.9.12 Client will verbalize 2 correct responses for each question which refer to the following: a) Appointments scheduled near meal time (movie, class meeting, date, etc.) b) Sandwich and soup, TV dinner, casserole prepared ahead of time, leftovers warmed up, eggs and bacon.

DEVELOPMENTAL

3.9.13 Plans a beginning level breakfast MATERIAL: Beginning level recipe file SAY: What do you need to make a good breakfast?	3.9.13 Client will select one recipe for breakfast from the beginning level recipe file and will verbally name each ingredient and utensil necessary to prepare that meal.
3.9.14 Plans a beginning level lunch MATERIAL: Beginning level recipe file SAY: What do you need to make a good lunch?	3.9.14 Client will select one recipe for lunch from the beginning level recipe file and will verbally name each ingredient and utensil necessary to prepare that meal.
3.9.15 Plans a beginning level dinner MATERIAL: Beginning level recipe file SAY: What do you need to make a good dinner?	3.9.15 Client will select one recipe for dinner from the beginning level recipe file and will verbally name each ingredient and utensil necessary to prepare that meal.
3.9.16 Plans an intermediate level breakfast MATERIAL: Intermediate level recipe file SAY: What do you need to make a good breakfast?	3.9.16 Client will select one recipe for breakfast from the Intermediate level recipe file and will verbally name each ingredient and utensil necessary to prepare that meal.
3.9.17 Plans an intermediate level lunch MATERIAL: Intermediate level recipe file SAY: What do you need to make a good lunch?	3.9.17 Client will select one recipe for lunch from the intermediate level file and will verbally name each ingredient and utensil necessary to prepare that meal.

DEVELOPMENTAL

3.9.18 Plans an intermediate level dinner MATERIAL: Intermediate level recipe file SAY: What do you need to make a good dinner?	3.9.18 Client will select one recipe for dinner from the intermediate level recipe file and will verbally name each ingredient and utensil necessary to prepare that meal.
3.9.19 Plans an advanced level breakfast MATERIAL: Advanced level recipe file SAY: What do you need to make a good breakfast?	3.9.19 Client will select one recipe for breakfast from the advanced level recipe file and will verbally name each ingredient and utensil necessary to prepare that meal.
3.9.20 Plans an advanced level lunch MATERIAL: Advanced level recipe file SAY: What do you need to make a good lunch?	3.9.20 Client will select one recipe for lunch from the advanced level recipe file and will verbally name each ingredient and utensil necessary to prepare that meal.
3.9.21 Plans an advanced level dinner MATERIAL: Advanced level recipe file SAY: What do you need to make a good dinner?	3.9.21 Client will select one recipe for dinner from the advanced level recipe file and will verbally name each ingredient and utensil necessary to prepare that meal.
3.9.22 Plans an appropriate amount of food for number of people eating MATERIAL: Recipe file SAY: Pick a recipe and tell me how much food you would need to make this meal for 4 people.	3.9.22 Client will select one recipe and will verbalize correctly amount needed for 4 people for each ingredient on card.

DEVELOPMENTAL

3.9.23 Plans an entire day's menus MATERIAL: Recipe file, blank menu sheet SAY: Plan meals for a whole day. DO: As client advances in cooking skills, repeat this procedure for beginning level, intermediate level, and advanced level menus.	3.9.23 Client will select recipe cards for one breakfast, one lunch, and one dinner. Client with writing and reading skills will fill in the menu sheet with menus and quantity of each food item needed for each meal planned.
3.9.24 Plans entire week's menu MATERIAL: Recipe file, blank weekly menu sheet SAY: Plan meals for a whole week. DO: As client advances in cooking skills, repeat this procedure for beginning, intermediate, and advanced level menus.	3.9.24 Client will select recipe cards for one different breakfast, lunch, and dinner for each of 7 days. Client with writing and reading skills will fill out weekly menu sheet with names and quantities of each food item needed for each meal planned.

END OF 3.9.0 MEAL PLANNING

3.0.0 Household Management
3.10.0 Use of Appliances/Utensils

DEVELOPMENTAL

Assessment Conditions	Performance Criteria
3.10.1 Identifies major appliances MATERIAL: Stove, refrigerator, toaster, electric can opener, garbage disposal, mixer SAY: What is this? (point to each appliance) Adjustment: Non-verbal clients will demonstrate use.	3.10.1 Client will respond by verbalizing correct name of each appliance --stove --refrigerator --toaster --electric can opener --garbage disposal --mixer
3.10.2 Is aware of dangers and safety rules associated with using appliances MATERIAL: Stove, refrigerator, toaster, electric can opener, garbage disposal, mixer SAY: What is the possible danger of this appliance?	3.10.2 Client will verbalize possible dangers of each appliance in home/day program (e.g., "Stove could burn you," "mixer could cut you")
3.10.3 Demonstrates proper use of oven MATERIAL: Stove, food prepared to bake according to recipe SAY: a) Show me how to bake this food. b) Name 3 foods you bake in the oven.	3.10.3 Client will correctly perform the following tasks: a) —reads temperature from recipe --locates switch to turn on oven --turns switch to proper temperature —reads time for food to cook --removes food when done b) Upon request, client will verbalize name of 3 foods to be cooked in oven (cake/cookies/pie/roast beef/chicken/casseroles)
3.10.4 Demonstrates proper use of stove burner MATERIAL: Stove, saucepan, food SAY: a) Show me how to cook this on a burner. b) What are 3 other foods you cook on a burner?	3.10.4 Client will perform the following tasks: a) —place saucepan with food on burner --locates proper switch to turn on burner --turn on burner to proper temperature —knows when food is cooked/heated b) Upon request, client will verbalize names of 3 foods to be cooked on burner

3.0.0 Household Management
3.10.0 Use of Appliances/Utensil

DEVELOPMENTAL

3.10.5 Demonstrates proper use of toaster MATERIAL: Bread, toaster SAY: Show me how to use the toaster	3.10.5 Upon request, client will: --place bread in toaster --press button on toaster to cook --take out toast when bread pops up
3.10.6 Demonstrates proper use of mixer MATERIAL: Mixer, cake mix, etc. SAY: a) Show me how to use this mixer. b) What 3 foods can you prepare with a mixer?	3.10.6 Upon request, client will: a) --prepare items to be mixed --plug in mixer --place beaters in mixer --place bowl of batter under mixer beaters --turn on mixer --mix item completely b) Client will verbalize names of 3 foods to be prepared with mixer.
3.10.7 Demonstrates proper use of broiler MATERIAL: Food, stove, broiling pan SAY: a) Show me how to use the broiler. b) What 3 foods can be cooked under the broiler?	3.10.7 Upon request, client will: a) --turn on broiler —place item to be cooked on broiling pan —leave door open on oven when using broiler —turn item over when it is cooked on one side b) Client will name 3 foods to be cooked under broiler
3.10.8 Demonstrates proper use of can opener MATERIAL: Can opener, unopened can SAY: Show me how to open this can.	3.10.8 Upon request client will: --place can opener correctly on can —squeeze can opener handles together --turn mechanism correctly until entire lid has been separated from can --remove can opener and lid from can —dispose of lid carefully

DEVELOPMENTAL

3.10.9 Demonstrates proper use of coffee pot MATERIAL: Coffee pot, coffee, water SAY: Show me how to make coffee.	3.10.9 Upon request client will: --place proper amount of water in pot --place stem in coffee pot --place coffee ground holder on stem --place proper amount of coffee in coffee ground holder --place top on coffee pot --place coffee pot on medium heat on stove or plug in electric pot --remove pot from stove or unplug pot when coffee is brewed pour freshly made coffee into cups
3.10.10 Demonstrates proper use of stove timer MATERIAL: Stove, recipe, food (casserole) SAY: Show me how to use the stove timer in preparing the casserole.	3.10.10 Client will: --read recipe to find amount of time food is to be cooked --turn timer to correct cooking time --place food in oven --removes food when timer signals
3.10.11 Identifies and knows use of 10 common cooking utensils MATERIAL: Saucepan, fry pan, cookie sheet, knife, grater, ladle, tongs, cutting board, collander, pitcher, wine opener, etc. SAY: What is this? DO: Repeat question for each utensil	3.10.11 Client will upon request verbalize correct name of each utensil indicated.
3.10.11 Demonstrates proper use of saucepan MATERIAL: Saucepan, vegetables, canned foods, etc. SAY: Show me how you cook this food.	3.10.11 Client will: --place food correctly in saucepan --place saucepan on burner --turn on burner --heat food proper amount of time

3.0.0 Household Management
3.10.0 Use of Appliances/Utensils

DEVELOPMENTAL

3.10.13 Demonstrates proper use of frying pan MATERIAL: fry pan, eggs, margarine SAY: Show me how to fry an egg.	3.10.13 Client will: --place frying pan on burner --turn on burner --add appropriate amount of margarine to grease pan --wait for margarine to melt --break eggs into pan --turn eggs over when one side is cooked, or put lid on and steam top --remove pan from burner when eggs are done --turn off burner
3.10.14 Demonstrates proper use of cookie sheet MATERIAL: Cookie sheet, cookie dough, grease SAY: Show me how to bake these cookies.	3.10.14 Client will: --grease cookie sheet --place cookie dough correctly on cookie sheet --turn on oven to proper temperature --place cookie sheet in oven --remove cookie sheet when cookies are done --turn off oven
3.10.15 Demonstrates proper use of knife, cutting board MATERIAL: Knife, cutting board, fruit and/or vegetables SAY: Show me how you cut this (fruit/vegetable).	3.10.15 Client will: --place food on cutting board --hold knife securely by handle --hold food securely at least 2 inches from intended cut --cut food into pieces without cutting fingers
3.10.16 Demonstrates proper use of grater MATERIAL: Grater, cheese, cutting board SAY: Show me how you grate this cheese.	3.10.16 Client will: --place grater correctly on cutting board --place cheese against grater --moves cheese up and down on grater without scraping fingers

DEVELOPMENTAL

3.10.17 Demonstrates proper use of ladle MATERIAL: Ladle, bowl, saucepan, soup SAY: Fill this bowl with soup.	3.10.17 Client will: --dip ladle into saucepan, fill ladle with soup --remove ladle --pour contents of ladle into bowl without spilling on stove or floor
3.10.18 Demonstrates proper use of tongs MATERIAL: Tongs, salad, bowl SAY: Fill the bowl with salad.	3.10.18 Client will: --pick up tongs with one hand --pick up bowl with other hand --squeeze portion of salad between tongs --move tongs from salad to bowl --release salad by loosening grip on tongs --place three tongsful of salad in bowl without spilling salad on table or floor
3.10.19 Demonstrates proper use of collander MATERIAL: Collander, cooked noodles in saucepan SAY: Drain the noodles in the collander.	3.10.19 Client will: --place collander in sink --carry saucepan carefully from stove to sink without spilling --pour contents of saucepan slowly into collander --rinse noodles with cold water
3.10.20 Demonstrates proper use of wine opener (cork screw) MATERIAL: bottle of wine with cork, cork screw SAY: Open this bottle of wine.	3.10.20 Client will: --twist cork screw correctly into center of cork in bottle until it reaches bottom of cork --hold wine bottle securely in an upright position with one hand --pull cork slowly out with other hand (or manipulate levers correctly, depending on type of cork screw) --remove cork from cork screw by twisting

END OF 3.10.0 USE OF APPLIANCES/UTENSIL

3.0.0 Household Management
3.11.0 Meal Preparation

DEVELOPMENTAL

Assessment Conditions	Performance Criteria
3.11.1 Choose a simple recipe MATERIAL: Recipe file (in order or complexity rated from beginning through intermediate, then advanced) SAY: Choose from this recipe file what you would like to cook. (beginning)	3.11.1 Client will select on card from the beginning recipe file.
3.11.2 Follows a simple recipe given orally MATERIAL: Recipe, utensils needed in recipe SAY: This is what I want you to do in cooking this recipe. DO: Read to client each step in recipe.	3.11.2 Client will follow each step in the beginning recipe correctly when given verbal instructions.
3.11.3 Follows a simple recipe independently MATERIAL: Recipe, utensils for recipe, food needed for recipe SAY: Show me how to prepare this recipe.	3.11.3 Client will read recipe and follow each step correctly without verbal or physical assistance.
3.11.4 Identifies and verbalizes correct use of common cooking ingredients MATERIAL: Flour, salt, garlic, butter, sugar, pepper, milk, spices SAY: a) What is this? b) What can you make with this?	3.11.4 Client will: a) Verbalize name of 10 common cooking ingredients b) Verbalize name of one food that can be prepared with each ingredient (e.g., flour--cookies; salt--stew, etc.)

3.0.0 Household Management
3.11.0 Meal Preparation

DEVELOPMENTAL

3.11.5 Verbalizes correct information about importance of sanitary habits while cooking SAY: What are 3 sanitary habits to use while cooking?	3.11.5 Upon request, client will verbally refer to 3 of the following: —wash hands —don't cough or sneeze into food —don't smoke while cooking —fasten hair back —wear clean clothes
3.11.6 Demonstrates skill in common food preparation tasks MATERIAL: Knife, spoon, egg beater, various bowls, food to be prepared, cutting board SAY: Show me how you (stir/beat/cut/slice/mix/dice/etc.)	3.11.6 Client will upon request demonstrate what each of the following means: stir, beat, cut, slice, mix, dice
3.11.7 Demonstrates skills in cooking beginning level breakfast MATERIAL: Utensils, food, recipe SAY: Prepare this meal. DO: Show recipe or read to client	3.11.7 Client will prepare a beginning level breakfast.
3.11.8 Demonstrates skill in cooking beginning level lunch MATERIAL: Utensils, foods, recipe SAY: Prepare this meal. DO: Show recipe or read to client	3.11.8 Client will prepare a beginning level lunch.
3.11.9 Demonstrates skill in cooking beginning level dinner MATERIAL: Utensils, foods, recipe SAY: Prepare this meal. DO: Show recipe or read to client	3.11.9 Client will prepare a beginning level dinner.

3.0.0 Household Management
3.11.0 Meal Preparation

DEVELOPMENTAL

3.11.10 Demonstrates skill in cooking intermediate level breakfast MATERIAL: Food, utensils, recipe SAY: Prepare this meal. DO: Show recipe or read to client	3.11.10 Client will prepare an intermediate level breakfast.
3.11.11 Demonstrates skill in cooking intermediate level lunch MATERIAL: Food, utensils, recipe SAY: Prepare this meal. DO: Show recipe or read to client	3.11.11 Client will prepare an intermediate level lunch.
3.11.12 Demonstrates skill in cooking intermediate level dinner MATERIAL: Food, utensils, recipe SAY: Prepare this meal. DO: Show recipe or read to client	3.11.12 Client will prepare an intermediate level dinner.
3.11.13 Demonstrates skill in cooking advanced level breakfast MATERIAL: Utensils, food, recipe SAY: Prepare this meal. DO: Show recipe or read to client	3.11.13 Client will prepare advanced level breakfast.
3.11.14 Demonstrates skill in cooking advanced level lunch MATERIAL: Utensils, food, recipe SAY: Prepare this meal. DO: Show recipe or read to client	3.11.14 Client will prepare advanced level lunch.

DEVELOPMENTAL

3.11.15 Demonstrates skill in cooking advanced level dinner MATERIAL: Utensils, food, recipe SAY: Prepare this meal. DO: Show recipe or read to client	3.11.15 Client will prepare advanced level dinner.
3.11.16 Demonstrates skill in coordinating readiness time of all meal items (REPORT)	3.11.16 Client will prepare a dinner with three or more separate items and will finish preparing all items within 2 minutes of each other — food served will be hot, cooked through, not burned.

END OF 3.11.0 MEAL PREPARATION

3.0.0 Household Management
3.12.0 Mealtime Tasks

DEVELOPMENTAL

Assessment Conditions	Performance Criteria
3.12.1 Selects appropriate items to set table MATERIAL: Kitchen supplied with appropriate items to set table (plates, utensils, napkins, salt, pepper, butter) stored in their proper places SAY: Get the things you need to set the table.	3.12.1 Client will locate each item needed to set the table and will place items on counter or table. Items needed include at least one of each of the following: --spoon --fork --knife --plate —butter or margarine --napkin --glass or cup --salt --pepper
3.12.2 Selects correct number of items for persons eating MATERIAL: Kitchen supplied with appropriate items to set table, stored, in their proper places SAY: Get enough things to set the table for 4 people.	3.12.2 Client will locate 4 of each of the following items and place them on counter or table: --spoon --fork —knife --plate --napkin --glass or cup and 1 of each of the following: —butter or margarine —salt and pepper
3.12.3 Sets table correctly using utensils, dishes, and napkins MATERIAL: Plate, spoon, fork, knife, napkin, cup or glass SAY: Set the table.	3.12.3 Client will place each item on the table in its appropriate position.
3.12.4 Sets table completely using utensils, dishes, napkins, spices, condiments, and serving dishes MATERIAL: Utensils, dishes, napkins, spices, condiments, serving dishes SAY: Set the table.	3.12.4 Client will place each item on the table in its appropriate position with correct number of items for number of people eating.

DEVELOPMENTAL

3.12.5 Serves prepared meal correctly MATERIAL: Prepared meal in pots and pans on stove, appropriate serving dishes SAY: Serve this meal to everybody who is eating. Alternative: MATERIAL: Prepared meal in pots and pans on stove, one plate for each person eating	3.12.5 Client will place contents of each pot or pan in a serving dish and place each serving dish on the table with a large spoon or utensil.
3.12.6 Clears table after a meal DO: Wait until everyone at a meal is finished eating SAY: (Name of client), Please clear the table.	3.12.6 Client will: --stand up --remove all plates, utensils, serving dishes, condiments from the table --carry items to the kitchen counter —carry only 1 or 2 items each trip --avoid spilling or dropping food or dishes —avoid bumping persons still sitting at table
3.12.7 Scrapes, rinses, and stacks dishes after meal MATERIAL: dishes and utensils on kitchen counter cleared from the table after a meal SAY: Get the dishes ready to wash.	3.12.7 Client will: --scrape garbage from each dish into sink or garbage pail --rinse dishes and utensils under warm tap water --stack dishes carefully by the sink --place utensils together in dishpan or sink
3.12.8 Wipes table and clears after a meal MATERIAL: Cleared table after a meal SAY: Wipe the table and chairs.	3.12.8 Client will: —get sponge or damp rag from kitchen --wipe entire surface of table, removing stains, spills, and crumbs --wipe surface of chair seats, removing stains, spills, and crumbs --place garbage and crumbs in garbage --rinse sponge and return to its proper place in the kitchen

DEVELOPMENTAL

3.12.9 Identifies proper storage area for various food items (frozen food, ice, milk, cheese, cereal, flour, fruit, etc.) SAY: a) Which food should be stored in the refrigerator? b) ......cupboard? c) ......freezer?	3.12.9 Client will verbalize name or point to at least 3 correct items for each question asked.
3.12.10 Stores leftover foods properly MATERIAL: Serving dishes cleared from table after a meal SAY: Put away the leftover food.	3.12.10 Client will place any leftover food in small containers or wrap with foil or plastic and place in refrigerator or freezer.
3.12.11 Uses 5 food wrapping products correctly MATERIAL: Plastic wrapping, plastic bags, aluminum foil, leftovers SAY: Wrap the leftovers in foil... in plastic bags....in plastic wrap DO: Give client an appropriate leftover item for each task	3.12.11 Client will demonstrate proper use of each wrapping product by: --removing appropriate amount of product carefully from box --tearing wrapping product carefully, or opening plastic bag carefully --placing leftover item inside bag or in center of foil or plastic --sealing wrapping product carefully around leftover

END OF 3.12.0 MEALTIME TASKS

3.0.0 Household Management
3.13.0 Money Management

DEVELOPMENTAL

Assessment Conditions	Performance Criteria
3.13.1 Endorses check MATERIAL: Check, pen SAY: Endorse this check.	3.13.1 Client will legibly sign his/her legal name on the back side of a vertically positioned check, no more than 2 inches from the top edge of the check.
3.13.2 Cashes endorsed check at local bank (REPORT)	3.13.2 Client will complete each of the following tasks correctly: —wait politely in line for turn --give check to the teller --show any ID requested --put money received in wallet --thank teller and depart
3.13.3 Can identify amount of check MATERIAL: Five filled-in checks DO: Randomly present resident with five completed checks SAY: How much money is this check worth?	3.13.3 Resident will correctly verbalize amount of check in dollars and cents.
3.13.4 Opens a savings account at local bank (REPORT)	3.13.4 Client will go to a local bank and open a savings account.
3.13.5 Maintains a savings account at local (REPORT)	3.13.5 Client will periodically deposit money in her/his savings account, and will not lose her/his savings passbook. Client will maintain account for 4 months 100% successfully.
3.13.6 Purchases money orders from bank or post office (REPORT)	3.13.6 Client will: --verbally indicate to clerk his/her desire to purchase a money order of a particular amount --present the clerk with the proper amount of money, and accept change --sign the money order --put the purchased money order and any change in his/her wallet, and depart

3.13.7 Utilizes money order appropriately SAY: Why would a person use a money order?	3.13.7 Client will give a verbal response with reference to the following points: --money orders, as opposed to cash, can be sent safely through the mail --money order can be used sometimes where checks are not accepted
3.13.8 Opens a checking account (REPORT)	3.13.8 Client will: --verbalize his desire to open an account to a bank officer --provide officer with personal information (name, address, mother's maiden name, social security number and birthdate) --present ID —sign a signature card
3.13.9 Writes out a check MATERIAL: 5 blank checks SAY: Please write out checks to the following: 1) Electric Co. - $20.81 2) Pacific Telephone - $13.42 3) Goddess Cable TV - $7.33 4) Safeway - $20.00 5) Speedy Cleaners - $4.85	3.13.9 Client will perform the following tasks for each check: --write in the date —write in payable to --write in numerical amount --write in written amount —write in memo (what check is for) --sign the check
3.13.10 Records check in record book MATERIAL: Check record book, pencil, two completed checks SAY: Now enter the checks in the record book.	3.13.10 Client will record the following items in checkbook record: --check number —date --check payable to --amount of check

DEVELOPMENTAL

3.13.11 Computes balance of checks MATERIAL: Check record book containing a balance, pencil, calculator, check SAY: Having recorded a check for $______ in your record book, what is your new balance?	3.13.11 Client will subtract amount of check from previous balance, with or without the aid of a pocket calculator, and enter the new balance in the record book.
3.13.12 Fills out deposit slip MATERIAL: Two deposit slips, pencil, two completed checks SAY: Show me how you fill out a deposit slip when depositing this paycheck in your checking account.	3.13.12 Client will perform the following tasks: --enter date --enter check number --enter amount of check --enter total deposit
3.13.13 Computes balance of deposits MATERIAL: Check record book, pencil, two completed checks, calculator SAY: Having deposited $_____ in your checking account, what is your new balance?	3.13.13 Client will add amount of deposited check to previous balance, with or without the assistance of a pocket calculator, and enter the new balance in the check record book.
3.13.14 Balances monthly bank statement MATERIAL: Monthly statement and processed checks, pencil, check record book SAY: Balance this statement.	3.13.14 Client will balance his/her statement by performing the following tasks: --organize checks numerically --check off returned checks in record book --add total deposits made following statement closing date and add to statement's "new balance" --add all checks written after statement closing date and subtract this from new balance

DEVELOPMENTAL

3.13.15 Maintains a charge account at local businesses (REPORT)	3.13.15 Client will open an account, sign his/her charge card, not lose charge card, and pay bill on time Criteria: 4 months of 100% successful maintenance
3.13.16 Applies for supplemental income (REPORT)	3.13.16 Client will perform the following tasks with 100% accuracy: —telephone worker for appointment —travel to Social Security Office on correct date and time --obtain number from front desk clerk and locate desk on floor corresponding to number --fill out application form with the assistance of worker, requiring name, address, social security number, birth date, identification or disability, any other income and citizenship
3.13.17 Pays own bills on time (REPORT)	3.13.17 Client will correctly write out checks to cover bills, will have envelopes and stamps on hand, and will mail in bills prior to due date.
3.13.18 Has a sense of spending priorities (REPORT)	3.13.18 Client will budget monthly expenses of necessity (rent, food, utilities, household and toilet articles) prior to any spending on luxury items or recreational activities. Criteria: All necessary expenses will be met each month for 3 consecutive months.
3.13.19 Keeps important receipts (REPORT)	3.13.19 Client will produce receipts for items deemed important for tax records or as large expenditures

END OF 3.13.0 MONEY MANAGEMENT

3.0.0 Household Management
2.14.0 Laundry

DEVELOPMENTAL

Assessment Conditions	Performance Criteria
3.14.1 Verbalizes correct information about the importance of laundry skills SAY: Why should you wash your dirty clothes?	3.14.1 Client will refer to one of the following responses: --appearance --odor --germs
3.14.2 Identifies those items in need of wash MATERIAL: 3 soiled articles of clothing or linen, 3 clean articles of clothing or linen SAY: Show me which of these need to be washed.	3.14.2 Client will indicate 3 items which are soiled by verbalizing the correct name of the clothing item or by pointing to each item of dirty clothing or linen.
3.14.3 Sorts clothing correctly MATERIAL: Variety of different colored clothing SAY: Sort the dark and light clothing into separate piles.	3.14.3 Client will separate dark and light clothing within 5 minutes of request.
3.14.4 Selects proper amount of coins for machine MATERIAL: Assortment of coins SAY: a) Which coins are needed to start the washing machine? b) Which coins are needed to start the dryer?	3.14.4 Client will pick the proper combination of coins: a) for one washing machine b) for one dryer
3.14.5 Rinses heavily soiled or muddy clothing prior to washing MATERIAL: Dirty clothing, 2 items heavily soiled, 2 items lightly soiled SAY: Rinse the things that are muddy before you wash the clothes.	3.14.5 Client will pick out both items of muddy clothing and rinse in a sink until most of the mud is removed.

DEVELOPMENTAL

3.14.6 Loads clothing in washing machine correctly MATERIAL: Clothings to be washed, empty washing machine SAY: Put the clothes in the washer.	3.14.6 Client will fill the washer 3/4 full with clothes placed evenly around the side of the washer.
3.14.7 Selects correct washer setting for various materials and colors MATERIAL: Washers loaded with various kinds of clothing (dark colors, light colored and white cottons, synthetics, work clothes)	3.14.7 Client will manipulate washer setting until it points to correct setting for each type of clothing. dark colors--warm light colored cottons and white cottons--hot synthetic--cold or warm work clothes--hot
3.14.8 Measures detergent correctly MATERIAL: Detergent, measuring cup, washer loaded with clothes SAY: Put the soap in the washer.	3.14.8 Client will: --follow directions on detergent box for type of washer (top loading or front loading) --or will ask another person to read directions on box --pour correct amount of detergent into measuring cup --pour contents of cup evenly over clothing in washer
3.14.9 Uses powdered bleach appropriately MATERIAL: Washer loaded with colored clothes, washer loaded with white clothes, powdered bleach SAY: Put powdered bleach in one of these washers.	3.14.9 Client will: --measure correct amount of powdered bleach according to directions --pour correctly measured powdered bleach onto white clothing only

DEVELOPMENTAL

3.14.10 Inserts coins into machine correctly MATERIAL: Loaded washers and assortment of coins SAY: Put money into the machine.	3.14.10 Client will select correct combination of coins for each machine and will insert each coin in the correct slot.
3.14.11 Uses coin changer machine correctly MATERIAL: Quarter, half dollar, dollar bill SAY: Get change for this money at the coin changer machine. DO: Hand client the money	3.14.11 Client will insert each piece of money into the proper place in the machine and will remove and count change returned.
3.14.12 Starts washer MATERIAL: Loaded washer with money inserted correctly SAY: Start the washer.	3.14.12 Client will: --close washer securely --check to see that setting is correct and money is inserted --manipulate apparatus on washer correctly to start washer
3.14.13 Transfers items from washer to dryer correctly MATERIAL: Clean clothes in washer/dryer SAY: Put the clothes in the dryer.	3.14.13 Client will: --check to be sure washer is finished --open washer door --remove clothes from washer --carry clothing in arms or basket to dryer without dropping any items on floor --place wet clothes in dryer
3.14.14 Starts dryer MATERIAL: Dryer loaded correctly with wet clean clothes SAY: Turn on the dryer.	3.14.14 Client will: --clean lint trap if needed --close dryer door securely --insert proper amount of change into dryer --manipulate apparatus correctly to start dryer

DEVELOPMENTAL

3.14.15 Removes clothing from dryer at proper time MATERIAL: Clothes in dryer which has stopped SAY: Take the clothes out of the dryer if they are dry.	3.14.15 Client will: --open dryer door --remove only those clothes which are dry --close door and insert more money if any clothes are still wet --place dry clothes on counter of in basket
3.14.16 Folds clothing correctly MATERIAL: Pile of dry clothes from dryer SAY: Fold the clothes.	3.14.16 Client will fold or hang up all clothing so that no clothing is wrinkled or bunched up.
3.14.17 Stores clothing correctly MATERIAL: Clean, dry, folded clothing brought home from the laundry SAY: Put the clothes away.	3.14.17 Client will place all clean clothing in drawers, cupboards or closet.
3.14.18 Selects hand washable clothing MATERIAL: Pile of assorted laundry SAY: Which of these clothes should be washed by hand?	3.14.18 Client will pick out or point to those articles of clothing which should be washed by hand (woolens, delicate clothing, sweaters).
3.14.19 Washes clothing by hand MATERIAL: Soap, sink, hand-washable clothing SAY: Wash this (name of clothing item).	3.14.19 Client will: --fill sink with warm water --add correct amount of soap --immerse article in soapy water --let article soak for 5-10 minutes --scrub article thoroughly, carefully --drain soapy water from sink --rinse clothing in bowl until water is clear --dry clothing with towel --hang up clothing to dry over tub or set clothing on dry towel to dry

END OF 3.14.0 LAUNDRY

3.0.0 Household Management
3.15.0 Ironing

DEVELOPMENTAL

Assessment Conditions	Performance Criteria
3.15.1 Selects appropriate clothing in need of ironing MATERIAL: 4 articles of clothing (2 cotton wrinkled articles, 1 permanent press article, 1 sweater) SAY: Which of these need ironing?	3.15.1 Client will pick up or point to the 2 cotton wrinkled articles of clothing.
3.15.2 Prepares articles for ironing MATERIAL: 3 wrinkled articles of clothing, empty spray atomizer SAY: Get this (shirt) ready to iron.	3.15.2 Client will: --fill atomizer with water at sink --spray clothing with enough water to dampen but not drip
3.15.3 Sets up ironing board MATERIAL: Ironing board stored in its usual place SAY: Set up the ironing board.	3.15.3 Client will: --locate ironing board --take out ironing board --carry board to space with enough room and out of traffic (not in doorway or in front of sink) near plug --release mechanism and open up ironing board --place ironing board securely in correct position (horizontal and level with client's waist) --engage any mechanism necessary to hold ironing board in place
3.15.4 Locates and plugs in iron MATERIAL: Iron stored in its usual place SAY: Get the iron and plug it in.	3.15.4 Client will: --locate iron --bring iron to ironing board --place iron on ironing board so that ironing surface is not in contact with the pad, point is pointing up, and iron is resting securely in place --plug cord carefully into the wall

DEVELOPMENTAL

3.15.5 Fills iron properly MATERIAL: Iron, cup with pouring spout, distilled water SAY: Fill the iron with water.	3.15.5 Client will: --fill cup with distilled water --open spout on iron --pour correct amount of water carefully into unplugged iron --close spout on iron —return cup and distilled water to proper storage space
3.15.6 Selects iron temperature correctly MATERIAL: Iron, articles of clothing of various fabrics SAY: Set the iron at the right temperature for this (indicate article of clothing).	3.15.6 Client will manipulate temperature gauge on iron correctly to indicate correct type of fabric of specified article of clothing.
3.15.7 Irons flat items MATERIAL: Dish cloth, pillowcase, napkin, or scarf SAY: Show me how you iron this.	3.15.7 Client will: --place item flat across ironing board --turn on iron to proper temperature for fabric --holding fabric with one hand and iron with other hand, moves iron firmly across entire fabric area, continually moving iron--never lifting iron or stopping on fabric --continues ironing until all fabric is free of wrinkles or creases
3.15.8 Irons more complex items (shirt, dress, pants) MATERIAL: Shirt, dress, pants in need of ironing SAY: Show me how you iron these things.	3.15.8 Client will iron 2 of the following items correctly using correct simple ironing skills (3.15.7) and will iron parts of each item in the following order: shirt--collar, sleeves, front, back dress--collar, sleeves, blouse, shirt, belt pants--cuffs, legs, front, back, waistband

DEVELOPMENTAL

3.15.9 Verbalizes dangers of iron SAY: Why do you have to be careful while using an iron?	3.15.9 Client will verbalize a correct answer including 1 of the following: --could burn yourself --could burn others --could scorch the fabric or start a fire
3.15.10 Puts away ironed items appropriately MATERIAL: Various ironed items (at least 2 of which should be hung up and 2 of which should be folded; hangers SAY: Put away the things you have ironed.	3.15.10 Client will: --hang up appropriate items --fold other items --place all items in appropriate storage areas (drawers, closet, cupboard, etc.)
3.15.11 Puts away ironing materials when finished (REPORT)	3.15.11 When client has finished ironing, he/she will store all ironing materials in proper area. Materials to be stored correctly include: --ironing board --iron --spray starch --spray atomizer --distilled water
3.15.12 Cleans iron MATERIAL: Iron in need of cleaning, baking soda, steel wool pad, clean cloth SAY: Show me how you clean the iron.	3.15.12 Client will perform each of the following tasks correctly: --unplug iron and wait until cool --sprinkle approximately 1 teaspoon baking soda on ironing surface --dampen steel wool pad --scrub iron free of stains --rinse iron with cool water, keeping cord dry (use cloth) --dry iron thoroughly with a clean dry cloth

END OF 3.15.0 IRONING

3.0.0 Household Management

3.16.0 Clothing Maintenance

DEVELOPMENTAL

Assessment Conditions	Performance Criteria
3.16.1 Washes clothing regularly (REPORT)	3.16.1 Client will wash own clothing no less than once every 10 days for 2 months
3.16.2 Washes linen regularly (REPORT)	3.16.2 Client will wash own linen (towels, sheets) no less than once every 10 days for 2 months.
3.16.3 Stores dirty clothing and linen in laundry container (REPORT)	3.16.3 During weekly room check, client's dirty linen and clothing will be in a container specified for laundry (basket, hamper, bag, etc.)
3.16.4 Sews missing buttons MATERIAL: Needle, thread, button, garment missing button, scissors SAY: Show me how you sew a button on this (name item of clothing)	3.16.4 Client will: --cut thread 18 inches long --thread needle correctly --tie knot on end of thread --pull threaded needle once through garment without button --sew button on garment by pulling thread through holes in button at least 8 times --tie thread end in underside of garment and clip excess thread with scissors --store needle and thread in proper container
3.16.5 Mends minor tears in clothing MATERIAL: Garment with tear no longer than 6 inches, thread, needle, scissors, pins SAY: Show me how you mend this tear.	3.16.5 Client will: --cut thread approximately 18-20 inches --thread needle correctly --tie knot on one end of thread --match torn edges of material together, right sides together --pin garment in place --pull threaded needle through both sides of material, following the raw edges until entire length of rip is closed --tie thread end on back side of garment and clip excess thread with scissors

DEVELOPMENTAL

3.16.6 Makes minor repairs using sewing machine MATERIAL: Garment with tear or unraveled seam, sewing machine, thread, scissors, pins	3.16.6 Client will: --thread machine with proper color of thread --insert proper color bobbin thread --match edges to be sewn wrong sides out --pin edges together correctly --plug in and turn on machine --sew entire length of rip or break in fabric using correct sewing machine skills (see Leisure Time activities 5.3.0)
3.16.7 Sews on patch MATERIAL: Garment with small hole or tear, patch, needle and thread or sewing machine SAY: Show me how you sew on this patch.	3.16.7 Client will use correct hand sewing skills (3.16.5) or machine skills (5.3.1) to correct side of torn garment.

END OF 3.16.0 CLOTHING MAINTENANCE

4.0.0 Academic

4.1.0 Practical Reading

DEVELOPMENTAL

Assessment Conditions	Performance Criteria
4.1.1 Reads own first name MATERIAL: 3" X 5" card, printed with client's first name SAY: Read this to me.	4.1.1 Client will say his/her own first name when presented with the card on three separate occasions.
4.1.2 Reads own last name MATERIAL: 3" X 5" card printed with client's last name SAY: Read this to me.	4.1.2 Client will say his/her own last name when presented with the card on three separate occasions.
4.1.3 Recognizes sight words needed for safety and independence MATERIAL: 3" X 5" cards printed with safety/independence words (WALK/ DON'T WALK/MEN/WOMEN/EXIT/DANGER) DO: Present the words, one at a time, to client. SAY: Read this to me. Alternative: SAY: What would you do if you saw this word?	4.1.3 Client will say the word correctly when presented with each card on three separate occasions. Alternative: Client will respond to each card correctly by describing an appropriate performance for each word: i.e., "Don't walk"--"I would stop at the corner and wait for the light to change."
4.1.4 Demonstrate understanding of safety/ independence sight words in normal setting MATERIAL: Street light, public building and restrooms, construction site (if possible) DO: Take client outside to various location SAY: Can we cross the street now?/ Tell me when we can cross the street./ Which bathroom should you use?/ Show me the way out.	4.1.4 Client will respond correctly to each safety/independence word by: WALK: Crossing the street WAIT: Staying on the curb DON'T WALK: Staying on the curb EXIT: Leaving by the correct door WOMEN: if female, using this bathroom; if male, not using it. MEN: if male, using this bathroom; if female, not using it.

4.0.0 Academic

4.1.0 Practical Reading

DEVELOPMENTAL

4.1.5	Demonstrates understanding of safety/ independence sight words in normal setting MATERIAL: Several packages of common household items (bug spray/pudding mix/creme rinse) SAY: Read this to me.	4.1.5	When presented with each package, client will read name of item and enough information from back of package to convey information on how to use the item correctly.
4.1.6	Reads newspaper for information MATERIAL: Newspaper DO: Give newspaper to client with some reading skills SAY: a) What is happening in the picture on the front page? b) What is the weather forecast for today? c) What movies are playing in town? d) Find the Want Ads.	4.1.6	Client will correctly perform each of the following for each question asked: a) Describe picture on front page using information from caption. b) Locate and verbally report the information contained in the weather forecast. c) Locate the Movie section and verbally report at least on local movie. d) Locate the Classified section.
4.1.7	Reads newspaper want ads MATERIAL: Newspaper DO: Give newspaper to client who has some reading skills SAY: a) Is there a German Shepherd for sale today? b) What jobs are available for secretaries?	4.1.7	Client will correctly perform each of the following tasks: a) Locate Pets section and verbally report any ad selling German Shepherds b) Locate HELP WANTED section and verbally report any jobs for secretaries.

4.0.0 Academic
4.1.0 Practical Reading

DEVELOPMENTAL

4.1.8 Reads recipes MATERIAL: Recipe from Beginning Cooking Recipes (for non-readers, recipe could be picture on a file card) DO: Give recipe to client SAY: How do you make this recipe?	4.1.8 Client will verbally report all information contained on the recipe card correctly and in proper sequence.
4.1.9 Reads and understands sample instructions and messages MATERIAL: Note paper and pen DO: Write a simple message (e.g. "Take off your coat and hang it in the closet" or "Ask Susan to turn on the lights"). Hand message to the client. SAY: Here is a message for you. Read it and do what it says.	4.1.9 Client will verbally report the contents of the message correctly and will correctly perform whatever instructions are requested.
4.1.10 Reads as a leisure time activity	4.1.10 During non-work hours, client will sit looking at a book or magazine for no less than 15 consecutive minutes.
4.1.11 Verbalizes correct information about Public Library SAY: a) Where is the public library? b) How do you get books at the library? c) How long can you keep books from the library?	4.1.11 Client will verbalize a correct answer for each question asked: a) Client will describe location (street, city, corner) of the local library b) Client will mention 3 of the following: library card/card catalogue/main checkout desk/book shelves/ask librarian for help c) two weeks (or whatever time is usual in client's town)

DEVELOPMENTAL

4.1.12 Uses local library independently (REPORT)	4.1.12 Client will correctly and independently complete each of the following tasks: —Choose book from shelf or ask library for help in choosing book —Take book to main checkout desk —Present book and library card —Return book on time
4.1.13 Uses dictionary correctly MATERIAL: Dictionary, paper and pencil DO: Write simple word on paper and give to client with dictionary SAY: Look this word up in the dictionary and tell me what it means.	4.1.13 Client will turn the pages of the dictionary to the correct word and verbally report the information contained in the printed definition of the word.
4.1.14 Uses telephone book correctly MATERIAL: Telephone book, pencil and paper DO: Give telephone book to client and write the name of a person with a listed number on the paper. Hand paper to client SAY: a) What is this person's telephone number? b) Look in the yellow pages to find where you could buy a pair of shoes in town.	4.1.14 Client will correctly perform each of the following activities: a) Locate and verbally report correct phone number in white pages b) locate and verbally report at least one shoe store listed in yellow pages.

END OF 4.1.0 PRACTICAL READING

4.0.0 Academic
4.2.0 Practical Writing

DEVELOPMENTAL

Assessment Conditions	Performance Criteria
4.2.1 Copies own name MATERIAL: Index card or ID printed with client's name; paper and pencil DO: Give material to client SAY: Copy your name on this paper.	4.2.1 Client will correctly copy his/her first and last name onto the paper (manuscript and script).
4.2.2 Prints own name without model MATERIAL: Paper and pencil DO: Give material to client SAY: Print your name.	4.2.2 Client will print his/her own first and last name correctly on the paper.
4.2.3 Writes own signature MATERIAL: Paper or check, and pen DO: Give material to client SAY: Sign this with your signature.	4.2.3 Client will correctly and legibly sign his/her own first and last name.
4.2.4 Copies own address MATERIAL: Index card or ID printed with client's name and address; pencil and paper DO: Give material to client SAY: Copy your complete address.	4.2.4 Client will correctly copy his/her own address (street number/street/city/state/zip) onto the paper.

4.0.0 Academic
4.2.0 Practical Writing

DEVELOPMENTAL

4.2.5 Writes own address without a model MATERIAL: Paper and pencil DO: Give material to client SAY: Write your complete address.	4.2.5 Client will correctly write his/her own address (street number/street/city/state/zip) without a model.
4.2.6 Copies own telephone number MATERIAL: Index or ID card printed with client's telephone number; paper and pencil. DO: Give material to client SAY: Copy your telephone number.	4.2.6 Client will correctly write his/her own telephone number on piece of paper using card printed with number as model
4.2.7 Writes own telephone number without model MATERIAL: Pencil and paper DO: Give material to client SAY: Write down your telephone number.	4.2.7 Client will correctly print his/her own telephone number on the paper without a model.
4.2.8 Writes a simple sentence MATERIAL: Paper and pencil DO: Give material to client SAY: Write this sentence: "How have you been?" (or other simple sentence)	4.2.8 Client will write each word in proper sequence of a simple sentence heard orally with correct punctuation (capitalized first word/period or question mark at end)

4.0.0 Academic
4.2.0 Practical Writing

DEVELOPMENTAL

4.2.9 Composes and writes personal letters with some assistance MATERIAL: Paper and pen DO: Give material to client SAY: Write a letter to your friend (name). I'll help you.	4.2.9 Client will verbalize content of letter and write letter with assistance for spelling and sentence structure.
4.2.10 Addresses envelope correctly MATERIAL: Envelope and pen DO: Give envelope and pen to client SAY: Address this envelope to (name). (give client printed model if necessary)	4.2.10 Client will write correct name and complete address in proper form on the correct side of the envelope. client's name client's address name address (incl state, zip)
4.2.11 Stamps letter with correct postage MATERIAL: Variety of postage stamps (15¢/1¢/5¢ etc.) SAY: Choose the correct stamp and stamp your letter.	4.2.11 Client will choose stamp or stamps of correct amount of postage, lick stamp, and place it securely on the upper right hand corner of the addressed letter.
4.2.12 Mails letter properly MATERIAL: Addressed and stamped letter DO: Give letter to client SAY: Mail this letter.	4.2.12 Client will correctly perform one of the following tasks: --take the letter outside to the mailbox, place the letter inside, and put the flag up --walk to a corner mailbox and mail the letter properly —go to the post office and mail the letter by placing it in the proper slot

DEVELOPMENTAL

4.2.13 Composes and writes letters independently (REPORT)	4.2.13 Client will write a letter to a friend, expressing whole thoughts clearly with assistance for spelling only
4.2.14 Writes legibly MATERIAL: Pen and paper, magazine or book DO: Give material to client. Open book or magazine and point to a sentence SAY: Copy this sentence. DO: Ask another teacher or client with good reading skills to read the client's sentence.	4.2.14 Client will write a complete sentence correctly, using a magazine or book as a model. This written sentence will be read back correctly by another person who has not seen the original model.
4.2.15 Uses correct capitalization and punctuation MATERIAL: Pen and paper DO: Give material to client SAY: Write this sentence: "Did Jane go to the store, or the Post Office, or home?"	4.2.15 Client will write the sentence heard orally, capitalizing Did, Post Office, *and Jane and placing commas and question mark correctly. *optional
4.2.16 Uses correct spelling (REPORT)	4.2.16 A 25-word passage from a letter of message written by the client will contain no more than one misspelled word.

END OF 4.2.0 PRACTICAL WRITING

4.0.0 Academic
4.3.0 Practical Math--Money

DEVELOPMENTAL

	Assessment Conditions		Performance Criteria
4.3.1	Selects coins from other small objects MATERIAL: Various sizes of coins, buttons, poker chips, paper clips, thumb tacks, safety pins, hair pins, etc. DO: Give material to client in a large box SAY: Find all the coins and take them out of the box.	4.3.1	Client will locate and remove all the coins in the box and none of the other small objects.
4.3.2	Selects bills from other paper items MATERIAL: Several bills and several similarly sized pieces of paper DO: Give material to client in a large box SAY: Find all the money and take it out of the box.	4.3.2	Client will locate and remove all the bills in the box and none of the other paper items.
4.3.3	Trades coins for desired items MATERIAL: Several coins/gum or punch or other small desired item DO: Give money to client SAY: Pretend I'm the store. I'll give you a glass of punch (piece of gum) for one of your coins.	4.3.3	Client will give one or more coins to the teacher and receive one item for each interchange.
4.3.4	Verbalizes awareness that money has value SAY: If you were going to the grocery store, which of the following items would you bring -- a mop, a gun, a typewriter, a dog, money, a tennis racket?	4.3.4	Client will verbalize "money" as the necessary item for shopping.

4.0.0 Academic
4.3.0 Practical Math--Money

DEVELOPMENTAL

4.3.5 Matches coins of each denomination MATERIAL: 2 nickels, 2 pennies, 2 dimes, 2 quarters, 2 half dollars DO: Place coins on table in random order SAY: Match the coins that are the same.	4.3.5 Client will put coins of the same value next to each other until all 10 coins are matched correctly into 5 pairs.
4.3.6 Matches bills of each denomination MATERIAL: 2 one dollar bills, 2 two dollar bills, 2 five dollar bills, 2 ten dollars bills, 2 twenty dollar bills DO: Place the bills on the table in random order SAY: Match the bills that are the same.	4.3.6 Client will put bills of the same amount next to each other until all 10 bills are matched correctly into 5 pairs.
4.3.7 Identifies coins of each denomination MATERIAL: Quarter, dime, nickel, half dollar, penny DO: Place the coins on the table in random order in front of client SAY: Show me the penny; the quarter; the nickel, etc.	4.3.7 Client will correctly pont to or pick up the named coin for all five denominations of coins.
4.3.8 Identifies bills of each denomination MATERIAL: $1 bill, $2 bill, $5 bill, $10 bill, $20 bill, $50 bill DO: Place the bills on the table in front of client SAY: Show me the $1 bill, the $5 bill, etc.	4.3.8 Client will correctly point to or pick up the named bill for all six denominations of bills.

DEVELOPMENTAL

4.3.9 Names coins MATERIAL: One coin of each denomination DO: Randomly place coins, one at a time, in front of client SAY: What coin is this?	4.3.9 Client will verbalize the correct name of each coin --penny --quarter —dime --nickel --half dollar
4.3.10 Names bills MATERIAL: Bills of each denomination DO: Randomly place bills, one at a time, on table in front of client SAY: What bill is this?	4.3.10 Client will verbalize the correct name of each bill --$1 bill —$2 bill —$5 bill --$10 bill —$20 bill —$50 bill
4.3.11 Verbalizes cent value of coins MATERIAL: Coins of each denomination DO: Randomly place coins, one at a time, on table in front of client SAY: How many cents are in the (name coin)?	4.3.11 Client will verbalize correct cent value of each coin.
4.3.12 Indicates relative value of coins MATERIAL: Coins of each denomination DO: Place all coins in random order on the table in front of the client SAY: Which coin is worth the most money? DO: Remove correctly identified coin SAY: Now which coin is worth the most money? DO: Continue until all coins but penny have been identified by the client.	4.3.12 Client will point to coin with highest cent value on each of four successive trials. Correct identification for each trial will be as follows: (1) half dollar (2) quarter (3) dime (4) nickel

4.0.0 Academic
4.3.0 Practical Math--Money

DEVELOPMENTAL

4.3.13 Indicates relative value of bills MATERIAL: Bills of each denomination DO: Place all bills in random order on the table in front of the client SAY: Which bill is worth the most money? DO: Remove correctly identified bill SAY: Now which bill is worth the most money? DO: Continue until all bills but the $1 bill have been identified by the client.	4.3.13 Client will point to bill with highest monetary value on each of five successive trials. Correct identification for each trial will be as follows: (1) $50 bill (2) $20 bill (3) $10 bill (4) $5 bill (5) $2 bill
4.3.14 Counts coins of same denomination MATERIAL: 10 coins of each denomination (10 pennies, 10 nickels, etc.) DO: Place 10 (pennies) on table in front of client SAY: How much money is this? (if necessary, verbally prompt--count the pennies). DO: Continue procedure for each denomination of coins.	4.3.14 Client will correctly verbalize total monetary value for 10 pennies, 10 nickels, 10 dimes, 10 quarters, 10 half dollars.
4.3.15 Counts bill for same denomination MATERIAL: 5 bills of each denomination ($1 - $20) DO: Place 5 ($1) bills on table in front of client SAY: How much money is this? (if necessary, verbally prompt--count the bills). DO: Continue procedure for each denomination of bills.	4.3.15 Client will correctly verbalize total monetary value for 5-$1 bills, 5-$2 bills, 5-$5 bills, 5-$10 bills, 5-$20 bills.

4.0.0 Academic
4.3.0 Practical Math--Money

DEVELOPMENTAL

4.3.16 Makes change for coins of each denomination MATERIAL: One coin of each denomination; $3 in change (pennies, nickels, dimes, quarters) DO: Give change to client. Randomly present client with one coin of each denomination SAY: Give me change for this (name coin).	4.3.16 Client will select correct amount of change equal to cent value of nickel, dime, quarter, and half dollar
4.3.17 Makes change for bills of each denomination MATERIAL: Bills of each denomination; $3 change in coins DO: Place all change and bills on table in front of client. Randomly present client with one bill of each denomination SAY: Give me change for this (name bill).	4.3.17 Client will select correct amount of change equal to monetary value of $1 bill, $2 bill, $5 bill, $10 bill, $20 bill, $50 bill.
4.3.18 Counts coins of various denominations up to $1.00 MATERIAL: Change for $1. DO: Place change on table in front of client SAY: Count these coins.	4.3.18 Client will verbalize correct total of "$1.00."

4.0.0 Academic

4.3.0 Practical Math--Money

DEVELOPMENTAL

4.3.19 Counts combination of bills and coins up to $5.00 MATERIAL: Change for $2, one $2 bill, two $1 bills DO: Place bills and change on table in front of client SAY: How much money is this?	4.3.19 Client will verbalize correct total of "$5.00."
4.3.20 Reads price tags MATERIAL: Various types of price tags (can stamped with price, box with sticker price, clothing with price tags, etc.), printed with a variety of prices (e.g. 33¢, $1.19, 3/99 etc.) DO: Present client with priced item SAY: How much does this cost?	4.3.20 Client will correctly verbalize the amount indicated on each of four different price tags.
4.3.21 Counts out money equal to written price MATERIAL: $5 change in bills and coins; 4 differently priced items DO: Give change to client. Then present client with each priced item. SAY: Pay me for this (name item).	4.3.21 Client will count out the correct amount of money for each of the four items as indicated by each price tag.

DEVELOPMENTAL

4.3.22 Pays for items with enough money to cover cost MATERIAL: $10 change in bills and coins; 1 priced item under $1.00; 1 priced item between $3 and $5 (e.g. $4.16 or $3.99) DO: Give $5 change in bills to client. Keep change in coins and $5 in bills. Then present client with priced item. SAY: Pay me for this. I'll give you change.	4.3.22 Client will select bill or bills to cover price indicated for two differently priced items.
4.3.23 Determines amount of change to be returned MATERIAL/DO: Same as 4.6.22 SAY: How much change should you get back?	4.3.23 Client will verbalize correct amount of money to be returned from payment for two differently priced items.
4.3.24 Selects enough money to cover cost of a combination of 4 items (gum, bus fare, lunch, phone call) MATERIAL: Paper and pencil, $10 in change in bills and coins DO: Place change on table in front of client. SAY: If you were going to spend the day downtown you might need to take enough money to pay for lunch, bus fare, phone call, gum or cigarettes. How much of this money would you need to take with you to pay for all those things?	4.3.24 Client will select or verbalize enough money to cover cost of the combination of 4 items. (Client may be assisted in determining possible cost for each item and could use pencil and paper or count out money to determine total cost)

DEVELOPMENTAL

4.3.25 Manipulates hand calculator properly to perform arithmetic computations for addition, subtraction, multiplication, division

MATERIAL: Hand calculator, pencil and paper

DO: Give calculator to client

SAY: I am going to write some math problems on this piece of paper. Use the calculator to find the right answer for each problem.

DO: Write a simple problem for each kind of computation in monetary notation (e.g. $1.89 + $2.39 $.36/ $6.39 dividend 3, etc.)

4.3.25 Client will manipulate hand calculator correctly to determine correct answer for each of four problems presented (addition, subtraction, multiplication, division). Correct answer will be either verbalized or written on paper.

END OF 4.3.0 PRACTICAL MATH--MONEY

4.0.0 Academic

4.4.0 Practical Math--Measurement

DEVELOPMENTAL

Assessment Conditions	Performance Criteria
4.4.1 Demonstrates understanding of concept of "length" MATERIAL: Three items of varying lengths (toothpick, broom, pencil, ruler, etc.) DO: Present client with all three items. SAY: a) Which is longest? b) Which is shortest?	4.4.1 Client will indicate understanding of "length" by correctly performing the following tasks: a) Client will point to longest item on table b) Client will point to shortest item on table
4.4.2 Demonstrates understanding of concept of "weight" MATERIAL: Three items of ranging weight (paper, orange, brick, book, etc.) DO: Present client with all three items SAY: a) Which one is the heaviest? b) Which one is lightest?	4.4.2 Client will indicate understanding of "weight" by a) pointing to the item that weighs the most b) pointing to the item that weighs the least
4.4.3 Demonstrates understanding of concept of "more or less" MATERIAL: Two glasses of water (one full glass, one half full) DO: Present client with glasses of water SAY: a) Which glass has more water? b) Which glass has less water?	4.4.3 Client will respond correctly to each question by: a) pointing to the full glass of water b) pointing to the half full glass of water

4.0.0 Academic
4.4.0 Practical Math--Measurement

DEVELOPMENTAL

4.4.4 Identifies measurement tools MATERIAL: Ruler, yardstick, measuring cup, teaspoon, tablespoon, bathroom scale DO: Place all material on table in front of client SAY: Point to the (teaspoon/scale/ruler/etc.) DO: Ask client to point, one at a time, to each of the six items.	4.4.4 Client will respond correctly by pointing to the measuring tool named for each of the six verbal requests.
4.4.5 Correctly measures lines in feet, using ruler MATERIAL: ruler, chalk line exactly 4 feet long SAY: Measure this line with the ruler and tell me how many feet long it is.	4.4.5 Client will use the ruler to measure the line and verbalize the correct answer of "4 feet."
4.4.6 Correctly measures liquid in cups, using measuring cup MATERIAL: 2-cup measuring cup, sink DO: Give measuring cup to client near sink SAY: a) Put one cup of water in this measuring cup. b) Now put 2 cups of water in the measuring cup.	4.4.6 Client will turn on the tap water and fill the measuring cup to the exact mark indicated by each request: a) one cup b) two cups

4.0.0 Academic
    4.4.0 Practical Math--Measurement

DEVELOPMENTAL

4.4.7 Correctly measures lines in inches using ruler MATERIAL: Ruler, pencil, line on paper exactly 8 inches long SAY: Use the ruler to measure this line and tell me how many inches it is.	4.4.7 Client will lay ruler down parallel to line so that the end of the line is on the 8" mark and will verbalize the correct answer: "8 inches."
4.4.8 Correctly identifies liquid in fractions of a cup, using measuring cup MATERIAL: 2-cup measuring cup, sink DO: Fill measuring cup randomly to: a) 1/2 cup b) 1/3 cup c) 1 1/2 cup d) 3/4 cup e) 2/3 cup f) 1/4 cup SAY: How much water is this? (for each fraction cup amount)	4.4.8 Client will verbalize correct amount in fractions of cups for each of six different quantities.
4.4.9 Correctly measures liquid in fraction of a cup using measuring cup MATERIAL: 2-cup measuring cup, sink DO: Hand measuring cup to client near sink SAY: Fill this measuring cup to: a) 1/3 cup b) 1/2 cup c) 1 1/2 cup d) 1/4 cup e) 3/4 cup f) 2/3 cup	4.4.9 Client will turn on tap and fill the measuring cup to the exact mark indicated by each request.
4.4.10 Correctly measures self in pounds using bathroom scale MATERIAL: Bathroom scale SAY: How much do you weigh on this scale?	4.4.10 Client will get on scale, wait for scale to stabilize, and verbalize correctly the number of pounds indicated on the dial.

DEVELOPMENTAL

4.4.11 Correctly measures produce in pounds using grocery scale DO: Go with client to grocery store. SAY: How much does this (name produce) weigh on that scale?	4.4.11 Client will place bag of produce on the grocery scale, remove his/her hand, wait for the scale to stabilize, and verbalize correctly the number of pounds indicated on the dial: "Two pounds."
4.4.12 Correctly measures height in feet and inches using ruler or yardstick MATERIAL: Ruler or yardstick, wall or door jamb, pencil DO: Give client ruler or yardstick and pencil. Stand by wall or door jamb. SAY: How tall am I?	4.4.12 Client will make a mark with the pencil at tallest point, ask person to move, measure line correctly using yardstick or ruler, and verbalize correct height in feet and inches.
4.4.13 Measures correctly using teaspoon and tablespoon MATERIAL: One set of measuring spoons, cup of salt, empty bowl. SAY: Put (name amount) of salt in the bowl. (indicate amounts of 1 teaspoon, 1 tablespoon, 1/4 teaspoon, 1 heaping tablespoon)	4.4.13 Client will locate correct measuring spoon for each amount indicated, fill spoon properly according to instructions (level or heaping) and pour contents of spoon into bowl.

END OF 4.4.0 PRACTICAL MATH--MEASUREMENT

(This entire section may be done in metric measurement)

4.0.0 Academic

4.5.0 Practical Math--Time

DEVELOPMENTAL

Assessment Conditions	Performance Criteria
4.5.1 Associates clock with telling time MATERIAL: Various time pieces (wall clock, table clock, alarm clock, watch, etc.) and various other items (box, record, book, pencil, etc.) DO: Place items on table or around room SAY: If I wanted to know what time it is, show me all the places in this room I could find out.	4.5.1 Client will point to at least three timepieces located in the room (wall clock/watch/alarm clock/table clock/etc.)
4.5.2 Reads numbers on face of clock MATERIAL: Clock with Arabic (not Roman) numerals printed on face DO: Show clock to client SAY: Read the numbers on this clock DO: Point to each number	4.5.2 Client will correctly verbalize each of the twelve numbers on the face of the clock (1-12)
4.5.3 Identifies day and night SAY: Is it day or night right now? DO: Ask this question during varying time of day and night	4.5.3 Client will answer questions correctly with a verbal response of "night" if the sun has set, or "day" if the sun is up.
4.5.4 Identifies time of day (morning, afternoon, evening, night) SAY: What time of day is it? DO: Ask this question during various times of day and night. (Verbally prompt all four possible answers if necessary--i.e., Is it morning, afternoon, evening or night right now?)	4.5.4 Client will answer question correctly with a verbal response of: --"morning"--if it is before lunch --"afternoon"--if it is after lunch --"evening"--if it is after lunch but before sunset (or dinner, during summer months) --"night"--if it is within one hour hour of bedtime or very late (after 10)

4.0.0 Academic
4.5.0 Practical Math--Time

DEVELOPMENTAL

4.5.5	Indicates correct sequential order of routine daily activities MATERIAL: Pictures of at least five daily routine activities (getting up/going to work or Center/working/eating lunch/watching TV/going to bed/etc. - use activities specific to that client) DO: Place pictures in random order on table, explaining each one SAY: On a normal day, which activity do you do first? Next? Next?...... Last?	4.5.5	Client will indicate sequential order of his/her own daily routine by pointing to each picture in correct time sequence from morning to night.
4.5.6	Associates routine daily activities with time of day (morning, afternoon, night, evening, noon) MATERIAL: Picture of at least 5 daily routine activities specific to that client DO: Place pictures on table in front of client. Point to each picture. SAY: What time of day do you do this?	4.5.6	Client will respond correctly by verbalizing correct time of day "morning," "afternoon," "evening," "night," "noon") for each picture indicated.
4.5.7	Associates specific times with routine activities MATERIAL: Pictures of at least 5 daily routine activities DO: Place pictures on table in front of client SAY: What do you usually do at 8 in morning? 10 in the morning? 12? 3 in the afternoon? 6 in the evening? etc...	4.5.7	Client will respond correctly to each question by pointing to picture of activity performed at that time or by correctly verbalizing an activity performed at that time.

4.0.0 Academic
4.5.0 Practical Math--Time

DEVELOPMENTAL

4.5.8 Tells time by the hour MATERIAL: Clock or teaching aid set DO: Set exact hour (big hand is on the 12) SAY: What time is it?	4.5.8 Client will verbalize correct number indicated by small hand on the clock for that specific hour ("one o'clock/two o'clock" etc.*) *Note: Use of a digital clock to complement time-telling is most helpful.
4.5.9 Tells time by the half hour MATERIAL: Clock or facsimile DO: Set at half past the hour (big hand is on 6) SAY: What time is it?	4.5.9 Client will give correct verbal response of: "(correct hour) thirty" or "half past (correct hour)" ("2:30" or "half past two")
4.5.10 Tells time by the quarter hour MATERIAL: Clock or facsimile DO: Wait until it is a quarter past the hour SAY: What time is it?	4.5.10 Client will give correct verbal response of: "(correct hour) fifteen" or "a quarter past (correct hour)" (i.e., "two fifteen" or "a quarter past two")
4.5.11 Tells time in five minute intervals MATERIAL: Clock or facsimile DO: Wait until big hand is directly on a number SAY: What time is it?	4.5.11 Client will give a correct verbal response of "(correct hour): (number indicated by big hand)" (e.g. 2:35, 4:20, 6:10, etc.)
4.5.12 Tells time by the minute MATERIAL: Clock or facsimile SAY: What time is it?	4.5.12 Client will look at clock and verbalize the correct time to the minute.

4.0.0 Academic
4.5.0 Practical Math--Time

DEVELOPMENTAL

4.5.13 Sets time on clock or watch MATERIAL: Clock and alarm clock or watch DO: Change time on alarm clock or watch so it is incorrect SAY: See what time it is by the clock and set this alarm clock/watch for the right time.	4.5.13 Client will look at clock with correct time, turn proper mechanism on alarm clock or watch, and move both hands to match correct setting on clock.
4.5.14 Sets alarm on clock MATERIAL: Alarm clock SAY: Set this alarm clock so it would ring if you needed to get up at 7:00.	4.5.14 Client will turn proper mechanism to set alarm hand for 7, pull out or set mechanism so alarm will ring, and wind alarm if necessary.
4.5.15 Arises independently, using alarm clock (REPORT)	4.5.15 Client will correctly and independently perform the following tasks: --Set alarm properly before going to sleep --Turn off alarm within one minute after it begins to ring in the morning --Open eyes and get out of bed within 5 minutes of turning off the alarm --Not go back to bed
4.5.16 Schedules appointments at specific times (REPORT)	4.5.16 When making appointments (job interview, date, beauty parlor, dentist, etc.), client will verbally suggest a specific time to meet or will check with his/her own schedule to see if time suggested by other person is possible and will make a note of that time for future reference.

DEVELOPMENTAL

4.5.17 Arrives on time for appointments (REPORT)	4.5.17 When client has scheduled an appointment (job interview, date, dentist, etc.) for a specific time, he/she will arrive no later than specific time indicated.
4.5.18 Uses A.M. and P.M. correctly MATERIAL: Clock SAY: What time is it? (If necessary prompt - A.M. or P.M.?) DO: Ask this question at various times before and after noon.	4.5.18 Client will verbalize correct time including "A.M." if it is before noon, "P.M." if it is noon or after.

END OF 4.5.0 PRACTICAL MATH—TIME

4.0.0 Academic

4.6.0 Practical Math--Calendar

DEVELOPMENTAL

Assessment Conditions	Performance Criteria
4.6.1 Associates calendar with telling the date MATERIAL: Calendar on wall SAY: Where would I look if I wanted to know the date today?	4.6.1 Client will point to calendar or verbalize "calendar"
4.6.2 Counts from 1-31 SAY: Count from 1-31.	4.6.2 Client will verbalize in correct sequential order the numbers from 1 to 31.
4.6.3 Reads numerals from 1-31 MATERIAL: Calendar SAY: Read the numbers of the dates for this month. DO: Point to each number in sequential order.	4.6.3 Client will verbalize correctly each number indicated on the calendar.
4.6.4 Names days of the week in sequential order SAY: Tell me the days of the week.	4.6.4 Client will verbalize each of the seven days of the week in correct sequential order.
4.6.5 Identifies present day of the week SAY: What day of the week is today?	4.6.5 Client will verbalize the correct day of the week (Monday/Tuesday etc.)
4.6.6 Verbalizes correct information about "today," "yesterday" and "tomorrow" SAY: a) What day is it today? b) What day was it yesterday? c) What day will it be tomorrow? Alternative: Ask client what he wore/did/ate for lunch/etc. "today," "yesterday" and "tomorrow."	4.6.6 Client will verbalize correct day of the week for each question asked. Alternative: Client will respond verbally with accurate description of events for "today" and "yesterday" and an appropriate projection for possible events taking place "tomorrow."

4.0.0 Academic
4.6.0 Practical Math--Calendar

DEVELOPMENTAL

4.6.7 Identifies days of the week on the calendar MATERIAL: Calendar DO: Point to each of the seven days of the week in random order on the calendar. SAY: What day of the week is this?	4.6.7 Client will verbalize the correct name of each of seven days of the week indicated on the calendar.
4.6.8 Names months of the year in sequential order SAY: Name the months of the year.	4.6.8 Client will verbalize each of the 12 months of the year in correct sequential order.
4.6.9 Identifies present month of the year SAY: What month is this?	4.6.9 Client will verbalize the correct name of the present month.
4.6.10 Identifies months of the year on calendar MATERIAL: Calendar DO: Point to each of the 12 months of the year in random order on the calendar. SAY: What month is this?	4.6.10 Client will verbalize the correct name of each of 12 months indicated on the calendar.
4.6.11 Names seasons SAY: What are the four seasons of the year?	4.6.11 Client will verbalize the correct name of each of the four seasons of the year: --winter --fall (autumn) --summer --spring

4.0.0 Academic
4.6.0 Practical Math--Calendar

DEVELOPMENTAL

4.6.12 Identifies present season SAY: What season is it now?	4.6.12 Client will verbalize correct present season of the year.
4.6.13 Identifies month and season of common holidays SAY: a) What month is Christmas/Thanksgiving/Easter/New Year/Fourth of July/etc.? b) What season is Christmas/Thanksgiving/etc.? DO: Ask this question for holidays which are familiar and appropriate for client.	4.6.13 Client will correctly verbalize the following answers to each question: a) correct month for each holiday b) Season during which each holiday takes place
4.6.14 States own birthdate (month, day, year) SAY: What is your birthdate? DO: Verbally prompt for year of birth if client gives only day and month--"What year were you born?"	4.6.14 Client will verbalize correct month, day, and year of own birth.
4.6.15 Locates own birthday on calendar MATERIAL: Calendar SAY: Show me your birthday on the calendar.	4.6.15 Client will find correct month on the calendar and point to the day of their birth on that month.
4.6.16 States present year SAY: What year is it?	4.6.16 Client will verbalize correct present year as a 4-digit number (i.e., "Nineteen seventy seven")

DEVELOPMENTAL

4.6.17 States today's date SAY: What is today's date? DO: Verbally prompt client for year if necessary	4.6.17 Client will verbalize correctly the present date including month, day, and year (e.g. June 15, 1976)
4.6.18 Locates today's date on calendar MATERIAL: Calendar SAY: Show me today's date on the calendar.	4.6.18 Client will turn calendar to present month and point to present day of that month.
4.6.19 Locates common holidays on calendar MATERIAL: Calendar DO: Use holidays which are familiar and appropriate for the client.	4.6.19 For each holiday requested, client will turn calendar to correct month and point to day of holiday in that month.
4.6.20 Verbalizes information about "weekend" SAY: What days of the week are the weekend?	4.6.20 Client will verbalize correct answer of "Saturday and Sundy."

END OF 4.6.0 PRACTICAL MATH--CALENDAR

5.0.0 Home Activities

5.1.0 TV/Radio/Stereo

LEISURE TIME

	Assessment Conditions		Performance Criteria
5.1.1	Watches television (REPORT)	5.1.1	Client will voluntarily sit and watch at least one program (1/2 hour) on television with 60% attention (eye contact with TV/not talking)
5.1.2	Selects and watches TV program of choice MATERIAL: TV, TV Guide or equivalent DO: Sit down to watch TV with client at appropriate television watching time SAY: a) What program do you want to watch? DO: Show client the TV Guide or read choices from TV Guide to client SAY: b) You turn on the TV to that program.	5.1.2	Client will: a) Indicate choice of program by pointing in TV Guide or verbalizing name of program. b) Turn on the television and move dial to correct channel for program chosen. Regulate volume appropriately. --watch entire program with 60% eye contact with screen
5.1.3	Listens to radio (REPORT)	5.1.3	Without being requested, client will turn on radio to a specific frequency and remain within hearing distance of radio for at least 1/2 hour.
5.1.4	Tunes in radio frequency of own choice MATERIAL: Radio DO: Spin radio dial to a frequency between radio stations SAY: Turn on the radio and find your favorite station.	5.1.4	Client will: --manipulate device (button, dial, plug, etc.) to turn radio on properly --turn dial to frequency of a radio station --regulate volume appropriately.

5.0.0 Home Activities
5.1.0 TV/Radio/Stereo

LEISURE TIME

5.1.5 Listens to stereo (REPORT)	5.1.5 When a record is playing on the stereo, client will voluntarily (without being asked) sit within easy hearing distance (same room) of stereo and attend (no conversation) for at least 50% of time the record plays.
5.1.6 Selects and plays music of own choice on stereo MATERIAL: Stereo and records DO: Go with client to stereo SAY: Play a record you want to hear.	5.1.6 Client will: --examine selection of records --pick up a record --remove record carefully from dust jacket --place correctly on stereo --turn on stereo --manipulate device to play record properly --regulate volume appropriately

END OF 5.1.0 TV/RADIO/STEREO

5.0.0 Home Activities
5.2.0 Arts/Crafts

LEISURE TIME

Assessment Conditions	Performance Criteria
5.2.1 Demonstrates skill in painting (Realistic or abstract - REPORT)	5.2.1 When materials are available, client will voluntarily: --use brush correctly to apply paint to paper or canvas --continue painting for at least 15 minutes --finish painting --display finished painting on wall
5.2.2 Demonstrates skill with glue* (REPORT) *This and others are enrichment activities and great or detailed skill is not necessary.	5.2.2 When materials are available, client will: --apply appropriate amount of glue to both surfaces to be glued --place surfaces together --hold or wait sufficient amount of time for glue to dry before handling.
5.2.3 Demonstrates skill with clay (REPORT)	5.2.3 When materials are available, client will: --shape wet clay into three-dimensional form --let form dry or place in kiln to dry --display finished product
5.2.4 Demonstrates skill in drawing (REPORT)	5.2.4 When materials are available, client will: --use pen or pencil correctly to express recognizable forms on paper --display finished drawing
5.2.5 Demonstrates skill in a variety of art techniques (REPORT)	5.2.5 Client will make and finish products using 6 of the following media: --paint --glue --clay --paper --drawing --models --wood

LEISURE TIME

5.2.6 Cleans up work area when finished (REPORT)	5.2.6 Before leaving work area client will: --wipe up all spills --clear surfaces of debris and materials --return supplies to proper storage areas --place finished or unfinished articles in safe place
5.2.7 Voluntarily engages in arts/crafts activities during leisure time (REPORT)	5.2.7 Client will voluntarily (without being asked) engage in activities using arts/crafts skills correctly during non-work hours.

END OF 5.2.0 ARTS/CRAFTS

5.0.0 Home Activities
5.3.0 Sewing

LEISURE TIME

Assessment Conditions	Performance Criteria
5.3.1 Makes simple items using hand sewing skills. (can apply to both male and female clients) (REPORT)	5.3.1 Client will correctly manipulate sewing tools (thread, needle, scissors) to make simple item (hem, dishtowel, curtain, patch, potholder, scarf)
5.3.2 Makes simple items using machine sewing skills (REPORT)	5.3.2 Client will correctly manipulate sewing machine to complete simple items requiring straight seams (curtain, scarf, towel, etc.)
5.3.3 Makes clothing item using machine sewing skills (REPORT)	5.3.3 Client will: --place pattern correctly on material —cut out pieces correctly --make clothing item (shirt, blouse, skirt, pants, etc.) correctly according to instructions --finish all hems correctly --attach all necessary fastening or decoration items correctly (buttons/zippers/snaps/trim/etc.)
5.3.4 Selects and purchases sewing pattern and supplies of own choice (REPORT)	5.3.4 Client will: --examine pattern book —ask salesperson for desired pattern --select appropriate materials (fabric, trim, fasteners, thread) from those available in store --purchase pattern and materials
5.3.5 Makes simple item using embroidery skills (REPORT)	5.3.5 Client will correctly manipulate embroidery tools (needle, thread) to complete a design on cloth using a variety (3) of stitches
5.3.6 Makes simple item using crochet skills (REPORT)	5.3.6 Client will correctly manipulate crochet tools (hooks, thread) to complete one crocheted item.

LEISURE TIME

5.3.7 Makes simple item using knitting skills (REPORT)	5.3.7 Client will correctly manipulate knitting tools (needles, yarn) to complete one knitted item (hat, socks, scarf, etc.)
5.3.8 Voluntarily engages in sewing activity during leisure time (REPORT)	5.3.8 Client will voluntarily (without being asked) use one or more of the following skills independently during non-work hours to make finished products: --machine sewing --hand sewing --crochet --embroidery --knitting

END OF 5.3.0 SEWING

LEISURE TIME

Assessment Conditions	Performance Criteria
5.4.1 Participates in daily exercise program (REPORT)	5.4.1 Client will perform at least 10 minutes of calesthenic exercises (sit-ups/push-ups/stretching/toe touching, etc.) 5 days of each week for one month.
5.4.2 Takes regular walks in neighborhood (REPORT)	5.4.2 During non-work hours, client will walk at least 10 blocks in neighborhood three days of each week for one month.
5.4.3 Participates in regular jogging or running program (or equivalent)	5.4.3 Client will jog or run a total of at least 4 miles each week for one month.

END OF 5.4.0 EXERCISE

5.0.0 Home Activities
5.5.0 Gardening

LEISURE TIME

	Assessment Conditions		Performance Criteria
5.5.1	Maintains ornamental outdoor garden for personal use (REPORT)	5.5.1	Client will correctly perform gardening skills necessary to maintain a garden at home which includes ornamental plants (shrubs/flowers/trees/lawn/etc.) Gardening skills include: --planting --watering --pruning --weeding --fertilizing --de-bugging --picking flowers for table
5.5.2	Maintains vegetable garden for personal use (REPORT)	5.5.2	Client will correctly perform gardening skills necessary to maintain a garden at home which includes food plants (vegetables, fruit, herbs). Gardening skills include: --planting --fertilizing --watering --weeding --de-bugging --harvesting and eating produce from the garden Client will properly care for a garden which yields enough food for 20 salads or 10 vegetable dishes.
5.5.3	Verbalizes correct information about care of indoor plant MATERIAL: Indoor plant familiar to client SAY: a) How often should you water this plant? b) Where should you put this plant in the house? c) How often should you feed this plant? d) What should you do if it gets bugs? e) How can you tell if it is unhealthy?	5.5.3	Client will verbalize a correct answer to each question including information specific to that plant on: a) watering schedule b) sunny or shady location c) fertilizer d) pesticides e) signs of sickness in plants (wilting/brown leaves/drooping leaves/dry leaves/spots/visible insects/holes in the leaf)

5.0.0 Home Activities
      5.5.0 Gardening

LEISURE TIME

5.5.4 Cares properly for indoor plants (REPORT)	5.5.4 Client will correctly perform skills necessary for growth and health of at least one indoor plant independently for 1 month (plant will grow and have healthy appearance)

END OF 5.5.0 GARDENING

5.0.0 Home Activities
5.6.0 Indoor Games

LEISURE TIME

Assessment Conditions	Performance Criteria
5.6.1 Plays board game correctly (REPORT) Alternative: Join client in playing a familiar board game.	5.6.1 Client will participate in game played with at least one other person on a game board and will follow rules appropriately to finish the game (monopoly, checkers, Clue, Chutes and Ladders, etc.)
5.6.2 Plays card game correctly (REPORT) Alternative: Join client in playing a familiar board game.	5.6.2 Client will participate in game played with cards cooperatively, following the rules and finishing the game.
5.6.3 Plays a variety of card games or board games correctly (REPORT)	5.6.3 Client will follow the rules and finish at least 5 different card and/or board games.
5.6.4 Works puzzles (REPORT) Alternative: Ask client to work a familiar type of puzzle (jigsaw, design, crossword)	5.6.4 Client will correctly and independently complete one puzzle.
5.6.5 Plays ping pong MATERIAL: Ping pong table, ball, and paddles DO: Join client in a game of pig pong.	5.6.5 Client will participate in game of ping pong cooperatively following the rules and finishing the game.
5.6.7 Plays pool MATERIAL: Pool table and equipment for pool game DO: Join client in a game of pool.	5.6.6 Client will participatein a game of pool using proper skills, following the rules and finishing the game.

END OF 5.6.0 INDOOR GAMES

5.0.0 Home Activities
5.7.0 Pets

LEISURE TIME

Assessment Conditions	Performance Criteria
5.7.1 Owns or cares for a pet (REPORT)	5.7.1 Client has at least one pet that he cares for which he/she is solely responsible for feeding and training.
5.7.2 Verbalizes correct information about proper care of pets SAY: Name 2 things a person who has a pet should do everyday for the pet.	5.7.2 Client will verbalize a correct response by referring to feeding and exercising the pet.
5.7.3 Verbalizes correct information about health of pets SAY: a) If your pet has fleas, what should you do? b) If your pet gets sick, what should you do?	5.7.3 Client will verbalize a correct response by referring to one of the following for each question asked: a) flea bath, flea powder, flea collar, flea bomb for the house b) take the pet to the veterinarian, or call the veterinarian for advice.
5.7.4 Cares for pet properly (terminal objective) (REPORT)	5.7.4 Client will: --feed pet appropriate quantity and quality of food at a regular time each day --play with and go for a walk with the pet (if dog) for at least 15 minutes each day (client will perform each of these tasks each day for one week)

END OF 5.7.0 PETS

6.0.0 Community Activities
6.1.0 Movies

LEISURE TIME

Assessment Conditions	Performance Criteria
6.1.1 Goes to movies DO: Go to movie with client SAY: Did you enjoy the movie? Would you like to go again? DO: Take client to another movie at a later date.	6.1.1 Client will attend local movie theater for entire feature with adult supervision and will verbalize desire to go again.
6.1.2 Chooses movie to attend DO: Tell or read choices of local movies to client SAY: Which movie would you like to see? DO: Go with client to movie of his/her choice (Dutch treat)	6.1.2 Client will wait until all possible choices have been named and then indicate own choice by gesture or by verbalizing name of movie.
6.1.3 Selects movie from newspaper DO: Give client newspaper SAY: Show me a movie you want to see.	6.1.3 Client will: --open newspaper to theater section --examine selection of movie listed --point to or verbalize name of desired movie

END OF 6.1.0 MOVIES

6.0.0 Community Activities

6.2.0 Public Recreational Facilities

LEISURE TIME

	Assessment Conditions		Performance Criteria
6.2.1	Verbalizes correct information about leisure time activities available in the community SAY: a) Where could you go for fun around town on a Saturday afternoon? b) Where could you go for fun in town at night?	6.2.1	Client will verbalize name(s) of at least three places in local community in answer to each question: a) park/swimming pool/theater/restaurant/shops/museum/zoo/beach/etc. b) theater/restaurant/movies/dance/bar/etc. (verbalized answer should include specific name of place located in client's neighborhood--e.g. "Bijou Theater to a movie")
6.2.2	Verbalizes correct information about location and requirements for activities in the community DO: Ask client to name five places to go in town For each place: SAY: a) How do you get there? b) What do you need to go there?	6.2.2	Client will verbalize correct answers for each of 5 specific places in local community: a) Directions for walking or bus and street location b) Specific items needed to participate (e.g. money/ID card/swim suit/etc.)
6.2.3	Engages in daytime leisure activities in the community with supervision (REPORT)	6.2.3	Client will go to 3 different places in community with supervision during the daytime (restaurant/movie/theater/park/pool/shops/etc.) during one month
6.2.4	Engages in nighttime leisure activities in the community with supervision (REPORT)	6.2.4	Client will go to 2 different places in community at night with supervision (restaurant, bar, movie, theater, dance, etc.) during one month
6.2.5	Engages in daytime leisure activities in the community independently or with friends (REPORT)	6.2.5	Client will go to 3 different places in the community during the daytime with friends or alone during one month

LEISURE TIME

6.2.6 Engages in night time activities in the community independently or with friends (REPORT)	6.2.6 Client will go to 2 different places at night in the community with friends or along during one month

END OF 6.2.0 PUBLIC RECREATIONAL FACILITIES

6.0.0 Community Activities
6.3.0 Sports

LEISURE TIME

Assessment Conditions	Performance Criteria
6.3.1 Engages in competitive sports activities (REPORT)	6.3.1 Client will play 2 different competitive sports cooperatively, following the rules, and finishing the game. (tennis, hockey, basketball, football, volleyball, etc...)
6.3.2 Goes hiking (REPORT)	6.3.2 Client will participate successfully (no injuries, not getting lost, verbalized desire to go again sometime) in two daytime hikes of at least 5 miles in the country independently or with a group.
6.3.3 Engages in camping activities (REPORT)	6.3.3 Client will participate successfully (no injuries, not getting lost, verbalized desire to go again sometime) in 2 camping trips with group.

END OF 6.3.0 SPORTS

6.0.0 Community Activities
6.4.0 Adult Educational Facilities

LEISURE TIME

	Assessment Conditions		Performance Criteria
6.4.1	Verbalizes correct knowledge of local adult educational facilities SAY: a) If you wanted to learn to (swim/drive/read/etc.) where could you go? b) How would you get there? c) What other classes could you take there?	6.4.1	Client will verbalize one correct answer for each question: a) Junior College/local High School Adult Education Program b) Specific street location and directions for walking or bus c) Name of at least one other specific class available (Use class list for local adult education programs applicable to client)
6.4.2	Makes use of local adult education facilities (REPORT)	6.4.2	Client will attend regularly and finish at least one appropriate class offered through the local adult education program.

END OF 6.4.0 ADULT EDUCATIONAL FACILITIES

6.0.0 Community Activities
6.5.0 Parties

LEISURE TIME

Assessment Conditions	Performance Criteria
6.5.1 Attends parties (REPORT)	6.5.1 When invited, client will come to a party given by friends and participate socially for at least 1 hour.
6.5.2 Assists in planning a party (REPORT)	6.5.2 Before party, client will participate in preparation for the party (1 of the following): --invite guests --purchase food, drink, supplies --decorate area --clean up area --get furniture or desks ready --prepare food or drinks --organize music/records/stereo
6.5.3 Assists in giving a party (REPORT)	6.5.3 During party, client will participate in any one activity necessary to run the party smoothly: --serve food or drinks --make introductions --assist with coats and hats --play records --clean up after party
6.5.4 Demonstrates skill in dancing DO: Put on a popular record, dance with client or suggest two clients dance together.	6.5.4 Client will move about in rhythm to the music for the entire song with minimum stepping on feet or bumping against partner or others on dance floor.
6.5.5 Voluntarily participates in dancing with partners DO: Put on a record and suggest that group of clients dance. OR: Observe client at party or dance.	6.5.5 Client will perform one of the two following tasks: --ask another person to dance and dance with that person throughout the song --accept an offer from another person to dance and dance throughout the entire song.

6.0.0 Community Activities
6.5.0 Parties

LEISURE TIME

6.5.6 Invites friends over to home for specific social event (dinner, party, watch TV, etc.) (REPORT)	6.5.6 Client will ask friends by verbal request or telephone to come over to their home at a specific time and date for a social event.

END OF 6.5.0 PARTIES

6.0.0 Community Activities
6.6.0 Motel/Hotel

LEISURE TIME

Assessment Conditions	Performance Criteria
6.6.1 Verbalizes correct information about motels or hotels. SAY: a) If you were on a trip and didn't know anyone in town--where would you stay? b) How much money do you need to stay in a motel or hotel? c) How do you register in a hotel or motel? d) How can you find a motel or hotel?	6.6.1 Client will verbalize one correct answer for each question asked: a) motel/hotel b) approximately $10-$25 for one night c) go to main office or desk, give your name, ID, driver's license, auto license number, etc. Pay the money. d) --drive up the main street in town --look in the phone book --ask someone in town
6.6.2 Stays in a motel/hotel with supervision (REPORT)	6.6.2 Client will stay for one night in a motel or hotel with supervision
6.6.3 Stays in a motel/hotel independently or with friends (REPORT)	6.6.3 On a trip alone or with friends, client will stay in a motel one night.
6.6.4 Makes arrangements to stay in a motel/hotel on a trip (REPORT)	6.6.4 Client will correctly perform each of the following tasks: --locate motel/hotel name, address and phone number --call for reservations --or/go to motel/hotel office to see if there are vacancies --go to main office or desk and register correctly --check out at correct time --pay for motel/hotel with correct amount of money

END OF 6.6.0 MOTEL/HOTEL

END OF "STARTER" CORE OF BASIC SKILLS

7.0.0 Job Readiness
7.1.0 Work Habits

VOCATIONAL

Assessment Conditions	Performance Criteria
7.1.1 Seeks help when needed (REPORT)	7.1.1 When assistance is necessary for continuing work, client will walk to or signal to supervisor.
7.1.2 Remains in work area until all work is completed (REPORT)	7.1.2 Client will remain within 3 feet of work task until work task is complete or until work break, lunch, or end of work day.
7.1.3 Reports to proper work station (REPORT)	7.1.3 At beginning of work period, unless otherwise notified by supervisor, client will go directly to same work station as during the previous work period.
7.1.4 Follows instructions (REPORT)	7.1.4 When supervisor asks client to perform a familiar task, client will complete the task successfully.
7.1.5 Identifies mistakes (REPORT)	7.1.5 Client will cease working on a task when a mistake is made.
7.1.6 Corrects mistake (REPORT)	7.1.6 When a mistake is identified, client will correct the mistake by performing one of the following tasks: --Dispose of old material and select new material --Erase or undo mistake and begin correctly --Notify supervisor of mistake and follow supervisor's directions to correct mistkae
7.1.7 Completes work with some supervision (REPORT)	7.1.7 Client will complete work task with verbal or physical assistance.

7.0.0 Job Readiness

7.1.0 Work Habits

VOCATIONAL

Assessment Conditions	Performance Criteria
7.1.8 Completes work independently	7.1.8 Client will complete work task with no verbal or physical assistance.
7.1.9 Refrains from unnecessary social communication on job (REPORT)	7.1.9 Client's verbalizations during work period will include only: --questions about work related tasks --information about work related tasks Client will engage in personal non-work related verbalization only: --during break --during lunch --before or after work period --in an emergency
7.1.10 Accepts supervision from familiar persons (REPORT)	7.1.10 Client will follow instructions given by a familiar supervisor.
7.1.11 Accepts supervision from unfamiliar person (REPORT)	7.1.11 Client will follow instructions given by a stranger in a supervisorial position.
7.1.12 Accepts supervisor's criticism (REPORT)	7.1.12 When supervisor verbally identifies a mistake made by the client, client will correct the mistake without negative verbalization.
7.1.13 Follows supervisor's suggestions	7.1.13 When supervisor verbalizes directions to correct a mistake or increase work production, client will follow those directions.

7.0.0 Job Readiness
7.1.0 Work Habits

VOCATIONAL

7.1.14 Cooperates with other employees (REPORT)	7.1.14 Client will complete a task working with one or more other employees when each person's performance is necessary for completion of the task.
7.1.15 Reports any emergency (REPORT)	7.1.15 Client will locate supervisor within 5 minutes of any event which has or could result in injury or inability to complete task, and will verbally describe event or will point to result of event (injured person, broken machine, etc.)
7.1.16 Arrives at work on time (REPORT)	7.1.16 Client will report to usual work station, ready to begin work no later than exact time of start of work day.
7.1.17 Follows correct time schedule (break, lunch) (REPORT)	7.1.17 Client will begin work on time after break and lunch and will stop work no more than 10 minutes after break, lunch begins.
7.1.18 Uses time card correctly (REPORT)	7.1.18 Client will insert time card into machine correctly, push down, wait for punch sound to occur, then pull card out and place in correct storage area.
7.1.19 Calls employer when unable to get to work (REPORT)	7.1.19 When client is unable to get to work (transportation, weather, sickness) client will: --dial employer's number on telephone --ask for employer or supervisor by name --verbally describe reason for inability to work --wait for employer to acknowledge information --repeat information if necessary

7.0.0 Job Readiness

7.1.0 Work Habits

VOCATIONAL

7.1.20 Maintains attention to task throughout work day (REPORT)	7.1.20 Client frequency of on-task behavior (eye contact and physical contact with work task measured in six 10-minute intervals per hour) will be the same for the last hour as for the first hour and the middle hour of the work day.
7.1.21 Maintains rate of production throughout work day (REPORT)	7.1.21 Client will complete same number of tasks (job specific--e.g. paper collated, cans smashed, hamburgers cooked, etc.) during the last hour as during the first and middle hour of the day.
7.1.22 Completes task in allotted time (REPORT)	7.1.22 Client will correctly complete job task by time criterion set by job supervisor.
7.1.23 Attends work regularly (REPORT)	7.1.23 Client will have one or no absences from work for one month.
7.1.24 Volunteers for tasks DO: Each work day, bring some different but familiar work task which should take approximately 10 minutes for one client to complete (clean-up, packaging, stamping with rubber stamp, etc.) SAY: Here is some extra work. Who would like to do it?	7.1.24 Client will raise hand or respond with positive verbalization when supervisor asks for volunteer. Client will volunteer at least 2 times each week for 1 month.
7.1.25 Verbalizes general rules and regulations set by supervisor SAY: Name 5 rules you must follow while working here.	7.1.25 Client will verbalize 5 different items which have been identified by the supervisor as general rules and regulations for that specific job site.

7.0.0 Job Readiness

7.1.0 Work Habits

VOCATIONAL

7.1.26 Follows general rules and regulations (REPORT)	7.1.26 Client will perform correctly according to criteria specified by supervisor as "rules and regulations" for that job site.
7.1.27 Selects appropriate equipment and supplies needed for job DO: Assign client a familiar job task SAY: Get out all the things you need to finish this job.	7.1.27 Client will locate and bring to work area all equipment and supplies necessary for the correct performance of that specific job task.
7.1.28 Clears work area when finished (REPORT)	7.1.28 Before starting new tasks or leaving for the day, client will: --remove all supplies and non-permanent equipment from work area --dispose of any debris in proper trash receptacle --wipe surfaces of equipment and bench or table
7.1.29 Returns supplies and equipment to proper storage area (REPORT)	7.1.29 Before starting new tasks or leaving for the day, client will: --properly close all containers (lids on boxes, cap on bottles, etc.) --wipe supplies and equipment if dirty or dripping --return all supplies and equipment to proper storage area
7.1.30 Verbalizes correct information about employee's role SAY: Name 5 things an employee should do at work.	7.1.30 Client will verbalize any of 5 different performances listed in this section as Work Habits (7.1.1-7.1.32).

7.0.0 Job Readiness
7.1.0 Work Habits

VOCATIONAL

7.1.31 Verbalizes correct information about supervisor's role SAY: Name 5 things an employer should do at work.	7.1.31 Client will verbalize 5 of the following performances: --assign work tasks --help employees with problems --teach employees new work tasks --pay employees --be on time --check to be sure tasks are being done correctly --tell clients the rules and regulations --(Any performances which are job-specific for this client's supervisor--answer phone, paper work, etc.)
7.1.32 Verbalizes correct information about employee-supervisor relationship SAY: a) What should you do if you are having problems with your work? b) What should you do if your supervisor asks you to do something? c) What should your supervisor do if you ask him/her for help? d) What should your supervisor do if you tell him/her that you don't understand how to do the task?	7.1.32 Client will answer each question correctly by verbally referring to the following ideas: a) Ask your supervisor for help b) Do it/or ask your supervisor to explain how to do it c) Come to your work station within 5 minutes, listen to your question, answer your question d) Explain or demonstrate the correct way to perform the task and watch you practice the task until he/she is sure you know how

END OF 7.1.0 WORK HABITS

7.0.0 Job Readiness
7.2.0 Counseling

VOCATIONAL

Assessment Conditions	Performance Criteria
7.2.1 Secures counseling program, if needed to maintain work program (REPORT)	7.2.1 During first 30 days of starting new job or work training program, client will make contact with case worker or counselor and meet weekly with that person, if needed, to discuss work program.
7.2.2 Consults counselor when emotional pressure arises on the job (REPORT)	7.2.2 If social or emotional event occurs which interferes with client's work progress, client will verbally report event to counselor within one day of event.

END OF 7.2.0 COUNSELING

END OF SKILL ACTIVITIES FOR INDEPENDENT LIVING (SAIL)